Progress of Education
Report
Punjab.
1915-16 to 1918-19
& Quinquennial ending 1916-17

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1915-16 to 1918-19
(including Quinquennium ending 1916-17)

# Report on the Progress of Education in the Punjab for the year 1915-16.

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# REPORT

ON THE PROGRESS OF

# EDUCATION

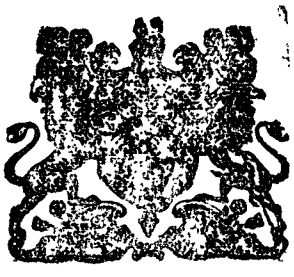
IN THE

# PUNJAB

FOR THE YEAR

134246

# 1915-16.



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*Proceedings of His Honour the Lieutenant-Governor of the Punjab, in the Home (General) Department, No. 674-Genl.-1, dated the 18th December 1916.*

READ—

The report of the Director of Public Instruction, Punjab, for the year ending the 31st March 1916.

REMARKS.—The all-round progress of education in this Province has been the contant theme of successive reports and reviews for years past, and, in spite of the limitations on expenditure imposed by the war, has been well maintained in the present year. Developments are noticeable in every direction: the total expenditure has risen by nearly 5 lakhs, the attendance of pupils by over 16,000, and the number of educational institutions by 285. The percentage of the population of school-going age, which is actually being educated, has now reached 24·4 in the case of males and 5·21 in that of females. Ten years ago the corresponding figures were 15 and 2·3 per cent. Among other features of the year's progress are the continued replacement of untrained by trained teachers, a marked advance in the attendance at girls' schools, and a large increase in the contributions from private sources. But while this continuous progress even in a year marked by the three scourges of war, pestilence and severe scarcity is a matter for congratulation, it must not blind us to the other side of the picture which shows that only one boy in four and one girl in nineteen are under instruction, that the great majority of those receiving instruction do not go beyond the lower primary stage, that the diffusion of education among different communities and districts is still very unequal, and that though the desire for it is steadily spreading among the middle class population in town and country—including the fairly well-to-do agriculturists—the general attitude of the ordinary peasant and of the artisan and menial classes towards education is still one of indifference or of passive resistance which cannot be easily or speedily overcome.

2. An increase, which amounted to over 3 lakhs, in private contributions, together with a rise of over 1½ lakhs in fees, mainly accounted for the increase of nearly 5 lakhs in expenditure. The necessities of the times were responsible for a falling-off of just under 5½ lakhs in Imperial contributions, but this loss was made up for by a rise of over 4 lakhs in the expenditure from district funds proper, and by increases in the expenditure from Provincial and municipal funds. It is satisfactory to find that there is no ground for the suggestion referred to in last year's review, that local bodies had taken advantage of the liberal grants by Government to reduce their own expenditure on education. Of a total expenditure of 112 lakhs about 50 lakhs were provided by Government directly or through grants to local bodies, 21 lakhs by local bodies from their own resources, over 25 lakhs from fees and over 15 lakhs from private sources.

3. The report contains a number of adverse, but not very convincing, criticisms on the new system of fixed grants *per* school to boards for vernacular education. This scheme was tentatively introduced in view of the uncertainty of Imperial contributions in these times of stress. Under the old system it was impossible to ascertain the extent of the Provincial liability until after the close of the financial year. The object of the recent modifications was to enable an accurate forecast to be made at the time of the preparation of the budget. But if further experience shows that they are prejudicial to the interests of education, the question will be reconsidered. The figures above quoted make it clear that Government even in a year of financial stringency did not fail to fulfil its obligations and is not likely to do so in the future. In fact two-thirds of the cost of primary education is defrayed by Government.

4. The educational administration of district boards is generally commended, and that of the district board of Ferozepore has been remarkably successful. Montgomery is among the districts where there was a decline in

expenditure. The income of the district board will expand rapidly in the near future, and the local authorities should see to it that timely provision is made for the educational requirements of the new colonists. The colony will contain large numbers of *ex*-soldiers, and the Lieutenant-Governor thinks it not unlikely that their experiences abroad will have opened their eyes to the advantages of education.

It would appear from the report that municipalities are on the whole less efficient than district boards in promoting education. In the Ambála Division especially many of them have shown a lack of method and foresight that suggests the need for more active direction on the part of the local authorities.

5. The number of students in the Arts Colleges rose by 379 to 3,893. The increase at the Khalsa and Islamia Colleges was very remarkable, and the Lieutenant-Governor is glad to see the increasing success of these institutions in spreading higher education among the Sikh and Muhammadan communities which are still backward in this respect and have much ground to make up. He also hopes that the newly opened Sanatan Dharm College in Lahore will stimulate sound educational progress in the orthodox Hindu community and also help to relieve the undoubted congestion in the older colleges. Consideration of the scheme for a second Government College away from Lahore has had to be postponed owing to the war, but the scheme will not be lost sight of. The examination results were on the whole better than those of last year, and His Honour congratulates the Government College on signalizing its entry on its second half-century of existence by obtaining six "Firsts" in the M. Sc. examination.

The system of special University lectures was continued with success and the University Library was re-arranged by an expert from America. The employment of these special lecturers costs the University a good deal, and it is important that full advantage should be taken of their visits. It is not only the students attending their lectures who should derive benefit from their teaching. The object in view is a gradual raising of the standard of instruction in colleges throughout the Province, and to this end it is very desirable that all engaged in teaching the subjects dealt with by the special lecturers should take every opportunity of studying their methods and profiting by their example and their advice.

6. It is in the sphere of secondary education that the educational enthusiasm of local bodies and private agencies is principally displayed, and the increases in expenditure from private sources and district board funds have already been alluded to. The number of pupils and recognized institutions has again increased, the former by 4,662 and the latter by 25, and the proportion of trained teachers continues to rise. The large part played by communal rivalry in secondary education is an instructive feature of the report, and His Honour commends to those concerned in the foundation or management of denominational schools the remarks of the Inspector of the Jullundur Division quoted in paragraph 30 of the report which go to show that misguided enthusiasm may and does injure the cause of true education.

Sardar Sahib Hari Singh, the Multán Inspector, contrasts the results of the vernacular final examination and the University Matriculation examination, and observes that "other things being equal, teaching and examination through a student's vernacular will always produce results which the medium of a foreign tongue can never approach." His Honour believes that these views are shared by other members of the Department, and from a long practical experience of men trained in both systems the conclusion he personally has arrived at is that while a thorough knowledge of English broadens a man's views and increases his efficiency, a man with an incomplete knowledge of English who attempts to reason and work thorough that medium is usually less clear in his reasoning and less efficient in his work than the man who thinks and works through his mother tongue only, but knows that well. The first deduction from this argument is that a thorough knowledge of the vernacular provides a better mental equipment than an indifferent knowledge of the vernacular supplemented by a smattering of English. If that deduction is

correct, it raises issues which carry us down to the very foundations of our system of education. They are issues which every thoughtful man can formulate for himself, and though the past may have to some extent prejudged them, their final decision will rest with the future.

The new system of medical inspection of secondary schools was introduced in October, and should in time produce results of great value.

In paragraph 31 of the report the Director gives instances of the interest taken by teachers and scholars in the war. He shows that in the Rawalpindi Division alone 868 teachers and *ex*-students of secondary schools besides 1,682 *ex*-pupils of primary schools have enlisted in the army, and the Lieutenant-Governor is glad to notice this confirmation of the opinion he expressed in last year's review. In the course of his tours he has seen some scores of schools of all grades and was very favourably impressed by the spirit of loyalty and the keen desire for the success of our cause which animated them all. A noticeable evidence of this spirit is the many contributions from schools to the various funds connected with the war.

7. The number of primary schools has increased during the year by 206, the number of pupils by 6,288, and the expenditure by a lakh and a half, but though the proportion of trained teachers has risen and now amounts to two-thirds of the total number, the number of teachers is still inadequate, The improvement in the pay and status of the teachers is a very satisfactory feature and the Lieutenant-Governor sees no sufficient reason for the apprehension that the change referred to in paragraph 3 above will deter the local bodies from proceeding with a progressive programme.

The Jullundur Inspector has some interesting remarks on the efforts made to adapt rural education to the demands of agriculture. Success under the conditions, he describes, is difficult of attainment, but the experiment is an important one, and the Lieutenant-Governor hopes that the inspecting staff will do all in their power to see that it has a fair trial.

8. The number of those under training for the teaching profession is rising rapidly. The aim of the training institutions, as Mr. Knowlton well says, is " to create a proper attitude of mind towards teaching," and not to lay down any hard and fast rules for the conveyance of instruction. So long as this remains the guiding principle of these institutions, there need be no fear that they will belie the hopes that have been founded on them. The difficulty is that the present period of training—less than a year—in the Training College and Normal Schools is hardly sufficient for the creation of that attitude and the problem is to lengthen that period so as to ensure the object in view. The steady increase in the number of Normal Schools—the number rose from 6 to 9 during the year—will help materially to that end, and the very necessary scheme for a Junior Training College at Jullundur will be proceeded with when funds allow.

9. The year was one of steady progress in professional and technical education. An important event in the history of the Medical and Veterinary Colleges was the opening by the Viceroy of their new buildings, completed last year. The increased facilities provided for veterinary study are already said to be producing marked results. The removal by the Chief Court of its restriction on the number of pleaders has increased the demands on the Law College. The staff has been reorganized and the number of students on the rolls has practically regained its former figure. The proper place of industrial education in the general system has been more clearly defined by the recommendations of the Standing Committee, but the Director gives a salutary warning in paragraph 46 of his Report to those who think that industrial education can bring about an economic revolution.

10. The number of Indian girls' schools has risen by 52 to 971, and the number of pupils, largely in lower primary classes, by 4,371 to 49,367 or nearly double last year's increase. Female education is, however, still in its infancy in this Province, and the lack of competent teachers, especially for the lowest classes, is inevitable at this stage. The report shows satisfactory

development, and much credit is due to the various communities—Sikh, Arya Samaj and Dev Samaj—which have established and maintained admirable institutions for the secondary education of girls, but even these find it impossible to dispense with male teachers.

11. The European schools have had a successful year. The number of schools and scholars has remained unaltered. The expenditure from all sources has risen by Rs. 40,000 to Rs. 10,52,257. A much needed revision of the scale of salaries for the staff of the Lawrence Military Asylum at Sanáwar is being introduced, but the report remarks on the unattractiveness of pay and prospects generally for men teachers. The examination results were good, and health and physical training appear to receive due attention. The Lieutenant-Governor is glad to see that European schools continue to be well represented on active service.

12. A section of the report is, as usual, devoted to Muhammadan education. The subject was reviewed at some length last year and the present report shows that there has been an increase in the attendance of Muhammadan pupils at primary schools, which would have been greater were it not that the war caused a large decrease in the Rawalpindi Division where many of the elder boys joined the army, while many of the younger were withdrawn to take the place of parents or brothers in military service. The figures for secondary education are somewhat more favourable, giving an increase of 1,395 as compared with one of 431 last year. The Muhammadan element in primary schools is 42 per cent., in secondary 29, and in Arts Colleges 22. As the Muhammadan percentage of the total population is 55, the two latter figures in spite of steady improvement in recent years are still unsatisfactory, and it is to be hoped that the steady increase of Muhammadan High Schools, to which Government has made liberal contributions, and the special measures of encouragement referred to in paragraph 67 of the report will help to redress the inequality. In the Veterinary College, the Mayo School of Art and Technical and Industrial Schools, Muhammadans, as usual, predominate, but in the Training, Medical and Law Colleges they contribute only 30, 11 and 10 per cent. of the students respectively. The paucity of Muhammadans in the Medical Department is very marked and Government has recently had some practical difficulty in finding Muhammadan Assistant Surgeons and Sub-Assistant Surgeons for posts on the frontier of the Empire which can be more suitably filled by Muhammadans than by members of other communities. In the Agricultural College their numbers have doubled, and 19 out of 86 are Muhammadans.

The explanation is no doubt to be found partly in the comparative poverty of the Muhammadan community. As the Lahore Inspector puts it, "the more expensive the education, the smaller is the number of Muhammadans." But possibly Muslim conservatism counts for something, and the fact that they take readily to "training classes and industrial schools which cheaply and readily provide them with a means of livelihood," speaks well for their practical commonsense and independence :

هر بر پیشهٔ باشد دست رس
کجا دست حاجت برد پیش کس

13 The report contains an interesting new paragraph on the education of low-castes. Praiseworthy efforts are being made, especially in the Ambála Division, to provide special schools for these classes, and it is interesting to hear that the prejudice against low-caste children attending ordinary schools is considered to be gradually dying out.

14. The Text-Book Committee continues to do useful work, and with the increasing output of educational works their task does not grow lighter. The flood of catch-penny manuals that issues from presses in England and India every year makes it more than ever necessary to guide school masters in the selection of books to be placed in the hands of their pupils.

15. The report bears evidence to the intelligent and thorough manner in which the officers of the Education Department are applying themselves to the solution of the many difficult problems to which their work gives rise and the Lieutenant-Governor desires cordially to acknowledge their labours. Mr. Godley was in charge of the Department during the year under report, with the exception of the six months from June to December 1915 when Mr. Richey officiated for him. The thanks of the Lieutenant-Governor are due to both these officers for their efficient administration, and to the former for an interesting and comprehensive account of the satisfactory progress made during the year.

This is Mr. Godley's last report. In the spring he will retire from the Department over which he has presided with success for a period of ten years. The Lieutenant-Governor desires to take this opportunity of placing on record his appreciation of Mr. Godley's services to the cause of education in the Punjab. Last year's review showed the remarkable progress that had been made since he assumed the direction of the Department, and it is not necessary to repeat the statistics here. The officers of the Department will long remember Mr. Godley's *régime*, and the Lieutenant-Governor has derived the greatest assistance from his acute criticism and balanced judgment.

By order of His Honour the Lieutenant-Governor of the Punjab,

J. P. THOMPSON,

*Chief Secretary to Government, Punjab.*

1705 CS—603—19-12-16—SGPP Lahore.

# REPORT

on the progress of

# Education in the Punjab

for the year

## 1915-16.

The year 1915-16 has been one of development in all branches of education. The attandance in public institutions of all kinds has increased by 16,204, or 1,268 more than in 1914-15, the rise in the number of middle school pupils being particularly noticeable. The total expenditure has risen by nearly five lakhs, principally from district funds and private sources. At the same time the effects of the war have been felt in various ways. Thus the discontinuance of new recurring grants from imperial revenues and the uncertainty of the financial situation have retarded the opening of primary schools by the district boards, and in the absence of any assurance that grants will be forthcoming in the future they have hesitated in some cases to accept additional liabilities for recurring expenditure. The number of new primary schools opened by these bodies, apart from schools receiving aid from them, was only 108. A slackening of the rate of increase of pupils in primary schools has resulted, and in the Rawalpindi division, where recruiting for the army has been particularly brisk, there has even been a decrease. Among the more favourable features of the year the continued replacement of untrained by trained teachers may be noticed, as well as a marked advance in the number of girls attending schools.

2. On the side of instruction there are few changes of importance to record. The efforts of the special inspectors to reform the teaching of science and drawing, and to introduce woodwork in schools, are producing good results. Lala Ratan Lal, the special inspector for science, has compiled a valuable note on this subject, introducing a new syllabus which has been recommended to schools. A manual training centre was started for the schools in Lahore city, under Mr. Buchanan's guidance. A scheme of study recommended for Anglo-vernacular schools for girls, leading up to a school final examination, was drawn up by the Chief Inspectress in consultation with school authorities; this was issued after the close of the year.

3. The question of improving the health and physique of school pupils has engaged attention in recent years, and three measures were adopted during the year under report in furtherance of this object. In the first place, courses of lectures in hygiene, delivered by medical officers, were instituted in the various training institutions for teachers. Secondly, an arrangement was made with the Young Men's Christian Association to secure the services of an expert to act as adviser to the Department in physical training. Mr. S. Robson, the adviser, began by assisting in the Training College, where he introduced a new system of exercises, and he also gave a course of training to drill and gymnastic instructors from the Lahore schools. The object is to substitute physical training based on scientific principles, and planned with a view to promoting health and bodily fitness, for sets of exercises which are liable to become mechanical and occasionally even harmful, if unintelligently supervised. Thirdly, the systematic medical inspection of school pupils was inaugurated by the appointment of six medical inspectors to visit secondary schools for boys and examine the pupils. It is hoped in this way to awaken the attention of parents and others to the presence of risks of which they would otherwise be ignorant, and to the necessity for medical treatment in serious cases. Closely connected is the need of airy and well-lighted school buildings situated in healthy surroundings, the number of which continues to show a satisfactory increase. The Government high school buildings are intended to be models in this respect; they have been planned as economically as is consistent with requirements; and from the point of view of health and sanitation, if for no

other reason, the money spent on their construction has been well invested. Among the latest and best of them the new building of the Government High School, Gujranwala, may be mentioned, and another for the Montgomery school has recently been completed. Playground space is invariably provided. The lists of new buildings and extensions erected during the year in the various divisions aggregate over 400.

4. A brief reference may be made here to three points which were the subject of comment in the review of the education report for 1914-15, and regarding which an enquiry was asked for. These are dealt with more fully in the body of the report (paragraphs 14, 31 and 36). With regard to the supposed decrease in the expenditure of the local bodies from their own resources, the figures which have been compiled show that, so far from this being the case, purely local expenditure on educational objects has increased very considerably in recent years, under the stimulus of the system of proportionate grants. The remarks in the review regarding buildings for primary schools indicate that there has been a misunderstanding on the subject. A type design for the guidance of local bodies was issued five years ago, and although no attempt has been made to enforce a rigid adherence to this design, it has served as a useful basis for local school-planning. In cases where seemingly excessive expenditure has been incurred, it has not been due to the want of a design, but presumably to the adoption of a needlessly expensive style of building, or to variations or additions. In matters such as these the Department does not attempt to interfere with the discretion of local authorities, but confines itself to advice and criticism. There remains the question of the enlistment of *ex*-pupils of high schools in the army, suggested by a passage in the report submitted in 1915 by Mr. Wathen, the Inspector of Schools for the Jullundur division. It should here be explained that Mr. Wathen was new to inspection work, and that his outspoken criticisms were intended to be taken as a record of first impressions, many of which, with longer experience, he would doubtless have seen reason to modify. The statement that no high school pupil from the Jullundur division had, so far as was known, enlisted in the army seems to have been made without sufficient enquiry, if the figures referred to in paragraph 31, which are admittedly incomplete, can be relied on. At the same time there can be little doubt that the higher the stage of education reached, the smaller the proportion of enlistment. This fact, however, should not be regarded as evidence, even in war time, of detachment of school influences from current events. The interest of teachers and pupils in the war has been evinced in many ways, of which examples are given in paragraph 31.

5. *Institutions and pupils.*—The following statement shows the number of public or recognised institutions of each class, and the increase in each case. The total increase was 285.

| | |
|---|---|
| ***Institutions for males.*** | |
| Arts Colleges ... ... ... ... | 9 |
| Professional Colleges ... ... ... | 6 |
| High Schools ... ... ... ... | 130 (+ 5) |
| Middle Schools ... ... ... ... | 283 (+ 21) |
| Primary Schools ... ... ... ... | 4,757 (+ 205) |
| Institutions for special instruction ... ... | 61 (+ 1) |
| ***Institutions for females.*** | |
| Arts Colleges ... ... ... ... | 1 |
| Professional Colleges ... ... ... | 1 |
| High Schools ... ... ... ... | 18 ( + 1) |
| Middle Schools ... ... ... ... | 53 ( + 7) |
| Primary Schools ... ... ... ... | 922 ( + 44) |
| Institutions for special instruction ... ... | 15 ( + 1) |

The number of students or pupils in these institutions increased by 16,204 (males 11,729, females 4,475), as shown below :—

| | |
|---|---|
| *Males.* | |
| Arts Colleges ... ... ... ... | 3,880 (+377) |
| Professional Colleges ... ... ... | 922 (+87) |
| High Schools ... ... ... ... | 51,111 (+741) |
| Middle Schools ... ... ... ... | 56,089 (+4,007) |
| Primary Schools ... ... ... ... | 234,762 (+6,201) |
| Institutions for special instruction ... ... | 4,299 (+316) |
| *Females.* | |
| Arts Colleges ... ... ... ... | 13 (+2) |
| Professional Colleges ... ... ... | 38 (+4) |
| High Schools ... ... ... ... | 2,603 (+211) |
| Middle Schools ... ... ... ... | 7,859 (+1,652) |
| Primary Schools ... ... ... ... | 40,591 (+2,505) |
| Institutions for special instruction ... ... | 786 (+101) |

The figures relating to private or unrecognised schools, said to be 3,122, with 60,204 pupils, show little variation ; but there is always uncertainty about their accuracy, and it is possible that many such schools have been left out of account. Taking as usual 15 per cent. of the population to be the proportion that might, on an average, be expected to be receiving education in schools and colleges, the percentage of that proportion actually being educated is now 24·4 in the case of males and 5·21 in that of females.

6. *Expenditure.*—The total educational expenditure rose from Rs. 1,07,18,807 to Rs. 1,12,16,765. The following is a comparative statement of expenditure from each source :—

| | | 1914-15. | 1915-16. | *Difference.* |
|---|---|---|---|---|
| | | Rs. | Rs. | Rs. |
| 1. | Provincial Revenues ... | 34,17,026 | 35,02,905 | +85,879 |
| 2. | District Funds ... | 24,39,325 | 27,87,274 | +3,47,949 |
| 3. | Municipal Funds ... | 5,25,772 | 5,99,445 | +73,673 |
| 4. | Fees ... | 23,81,609 | 25,38,805 | +1,57,196 |
| 5. | Private sources ... | 12,13,218 | 15,24,384 | +3,11,166 |
| 6. | Imperial Revenues ... | 7,41,857 | 2,63,952 | −4,77,905 |
| | Total ... | 1,07,18,807 | 1,12,16,765 | +4,97,958 |

A few explanatory remarks are appended—

(1) *Provincial.*—There was a decrease of over 3½ lakhs in the expenditure on buildings for Government schools, which was partially balanced by an increase of over two lakhs in expenditure on the buildings of aided institutions. Otherwise the chief item of increased provincial expenditure was in grants to aided colleges and secondary schools for boys, which rose by about Rs. 80,000 and Rs. 50,000 respectively. Government secondary schools cost Rs. 25,000 more, and Government training institutions Rs. 12,000.

(2) *District.*—Of the large increase of nearly 3½ lakhs in district board expenditure buildings and furniture account for nearly a lakh, maintenance of secondary schools nearly three-quarters of a lakh, and of primary schools over a lakh and a half. The rise in recurring expenditure was largely met from the boards' own resources, no new imperial grants having been made available.

(3) *Municipal.*—The increase was chiefly under secondary schools (Rs. 33,931) and primary schools (Rs. 31,749). It should be observed here that the local bodies still retain unspent balances, aggregating over two lakhs, of the imperial grant for capital expenditure on buildings, the execution of certain building schemes for which the money was sanctioned having been for various reasons deferred.

(4) *Fees.*—Fees increased by Rs. 37,000 in colleges and Rs. 80,000 in secondary schools : in primary schools there was a small decrease.

(5) *Private.*—Expenditure from private sources on buildings and equipment, chiefly for secondary schools, increased by Rs. 2,90,000, and on the maintenance of secondary schools by Rs. 52,000. Comparatively little is spent on primary schools from these sources.

(6) *Imperial.*—The decrease is due to the exhaustion of special building grants.

7. *Cost of education per pupil.*—The figures given in Table II deserve notice as illustrating the growth and distribution of expenditure from public funds on education in recent years per student or pupil educated, if compared with those of five and ten years ago. In the Government College, Lahore, the annual cost to Government has fallen from Rs. 277 to Rs. 176, along with the growth of numbers. In professional colleges (medical, agricultural, &c.), the cost rose from Rs. 303 in 1905-06 to Rs. 508 in 1910-11, partly owing to the addition of the Agricultural College, but it has since declined with the increase of students. In aided Arts colleges the cost to provincial revenues is Rs. 90 against Rs. 45 in 1905-06, the grants to colleges having been largely increased. The cost to Government per pupil in aided secondary schools is slightly less than before, the number of such institutions and pupils being far greater. In Government secondary schools, however, owing to improvements in staff, &c., it has risen from Rs. 14 to Rs. 21. District funds now provide between Rs. 7 and Rs. 8 annually for each pupil in a primary school, compared with Rs. 5·4 in 1910-11 and Rs. 4·7 in 1905-06 : the explanation is doubtless to be found in the improvement of teachers' pay and the addition to their number. Similarly in aided elementary schools the cost to local funds has risen from Re. 1·11 in 1905-06 to Rs. 3·5, which is due to an enhancement of the rates of aid. The cost of training a teacher in a Normal school has fallen from Rs. 180 in 1905-06 to Rs. 160, these schools being now full.

8. *Grants from imperial revenues.*—The recurring grants for various branches of education sanctioned by the Government of India in 1912 and the two following years, a detailed list of which was given in the report for 1913-14, aggregate Rs. 8,38,000, the bulk of which was spent, as before, in grants to local bodies for the extension of vernacular education. These grants have been hitherto supplemented by a provincial allotment of Rs. 2,00,000 for the same purpose, the whole amount sufficing to defray about two-thirds of the cost of maintaining vernacular schools. In addition certain special recurring grants have been sanctioned in previous years from imperial revenues, *viz.* Rs. 30,000 for the Islamia College, Lahore, Rs. 12,400 for the Lawrence School, Murree, and Rs. 10,000 for the Training Class for European Teachers at Sanawar. The Lawrence Military Asylum, Sanawar, is maintained from imperial revenues ; an additional grant of Rs. 40,000 per annum was sanctioned for this institution in 1913. No new imperial grant for education has been sanctioned since 1914.

9. *Grants for the extension of vernacular education.*—A change in the system of distributing grants to local bodies for the extension of vernacular education was introduced during the year. The variable grants formerly assessed from year to year on the basis of salary payments and other local expenditure were converted into fixed grants. With regard to new grants from provincial revenues, the Finance Committee of the Legislative Council now decides the amount to be allotted in the next financial year for the opening of vernacular schools by local bodies, and this sum is subsequently distributed to the boards most in need of assistance, at the rate of Rs. 200 for each

boys' school opened, and Rs. 150 for each girls' school, subject, of course, to the sanctioned allotment not being exceeded. The change of system enables Government to know exactly the expenditure to which it is committed under this head, and gives more freedom in the matter of distribution: thus the grants may be, if necessary, reserved chiefly or entirely for districts which are educationally backward. On the other hand, the local bodies are left in ignorance as to what assistance they will get, if any, and they are consequently unable to frame programmes of extension in advance. Further, they are offered no inducement to raise salaries or to add teachers to understaffed schools, for the cost of all such improvements must now be met from their own resources. And finally, the new system affords no guarantee of proportionate expenditure on the part of the boards. The strongest objection to a system of proportionate grants is that it commits Government to an indefinite liability. In practice, the liability is limited by the inelasticity of local resources, and can be averaged accordingly. It seems improbable, for instance, that local funds can afford more than an average increase of (say) Rs. 30,000 yearly on the maintenance of vernacular schools. Under the former system this would involve a subsidy of about Rs. 60,000, to be met either from provincial revenues or from such imperial grants as might be made available in future years, and the total would suffice for the addition of some 300 primary schools annually, at Rs. 300 apiece. The needs of educationally backward districts could be met by special grants, as has been done before. Whether provincial revenues could bear such a charge, and to what extent it would have to be curtailed in time of war or famine, is not for discussion here. It is simply desired to affirm the principle that no system of allotting funds from the centre to supplement local effort in extending elementary education will be economical and effective which is not in some degree proportioned to that effort. The system of proportionate grants adopted in the Punjab in recent years was framed with the view not merely of augmenting local resources, but of ensuring that the teacher received a fair wage and offering an inducement to the boards to employ a larger number of qualified teachers. This system may perhaps fairly be claimed to have stood the test of experience, and to have accomplished results sufficient to justify its continuance, subject to such modifications as altered circumstances should render necessary. It remains to be seen what results will follow its abolition, but signs are already apparent that the local bodies will treat the grants which they receive as covering their liabilities for new educational expenditure, and that a gradual deterioration of salaries and staffs will ensue.

10. The question of financing primary education seems never to have received the attention which its importance deserves. Much has been said about schemes and programmes: too little about the exact means of carrying them into effect. Systematic extension of primary education is impracticable without an assurance of a continuously expanding provision of funds, from one quarter or another. Experience has shown that local resources in the Punjab are unequal to the task, and no definite liability has hitherto been assumed in the case of provincial revenues. The imposition of school-rates such as are levied in England from townspeople as well as owners and tenants of agricultural land has not even been suggested. The result is that extension has been virtually dependent on occasional and irregular doles from the Government of India. These doles accomplish much at the time, although the unexpected receipt of large sums of money is not favourable to economical spending. But the progress is by fits and starts; whereas it is steady development, on lines planned beforehand with a view to the funds available, which is likely to achieve the most solid and permanent results. So long as there is no sort of pledge that a regular supply of money will be forthcoming for bringing new schools into existence, the drawing-up of imaginary programmes of extension based on imaginary finance is an occupation which lacks practicality.

11. The period of grants from imperial revenues for the extension of primary education began in 1904-05, when a recurring grant of Rs. 3,00,000 was assigned to the Punjab for that purpose. An immediate and large increase of schools resulted. But the effect of the grant soon died away, and the number of schools became almost stationary. The increase of schools and

pupils in recent years has been chiefly due to the imperial grants sanctioned for the years 1911-12, 1912-13, and 1913-14, the effect of which has not yet entirely ceased. Roughly speaking, therefore, the eleven years dating from 1904-05 cover the operation of the grants, and a few statistics may be illustrative of what has been accomplished in this period. The earlier figures, it should be prefaced, include those for the Delhi Province. The total number of recognised schools rose from 3,041 to 6,239, and of pupils attending them from 182,825 to 398,100. College students increased from 1,911 to 4,853; secondary school pupils from 60,293 to 117,662; primary school pupils from 119,516 to 275,353; students in training institutions for teachers from 588 to 1,538; and female pupils from 16,554 to 52,278. The number of primary schools increased from 2,690 to 5,679. Thus the volume of education has been doubled, or more than doubled, during the period. But the grants have been utilised in many other ways besides merely adding to the number of institutions. Salaries, for instance, have been enhanced, additional teachers have been appointed to existing schools, and new facilities have been given for training teachers. The educational developments of the closing four years of the period represent the effect of the later grants. In those years 130 secondary and 1,800 primary schools were added, and the attendance in recognised institutions increased by nearly 100,000.

12. To set against the record of numerical progress there is the fact that the number of children at the lower primary stage of education is disproportionately large, being nearly four times instead of twice as great as that of the upper primary classes The disproportion, however, is not as great it seems, as the numbers in the higher classes should obviously be compared with those in the lower classes some years back, not with the present numbers. The figures of recent years show a gradual improvement in this respect, but it is clear that a campaign against illiteracy cannot be as effective as it might appear to be from statistics, when the period of school attendance is so often cut short prematurely. An attempt to enforce attendance, even if it were practicable, would not necessarily be a panacea. The success of compulsion depends on social and economic conditions which it would be out of place to discuss here. Compulsory attendance means one thing in manufacturing districts, where the children are not wanted at home: another thing in an agricultural country, where they are needed to help in field work. And where there is not a popular bent for literacy, school education does not produce lasting results: thus in Spain, where education is nominally enforced, illiteracy is common. But the statistics at any rate prove that the demand for education in the Punjab is steadily increasing, and that school facilities are being gradually supplied. The accepted reckoning is that 15 per cent. of the population should be in educational institutions. Probably 10 per cent. would be a more suitable standard for this province, where the population is mainly agricultural, and whole sections of it are still outside the educational movement. The number of male students in educational institutions of all kinds is approximately 400,000, and the average yearly increase recently has not been far short of 20,000. An addition of that number annually would bring the total in thirty years to a million, or approximately 10 per cent. of the male population. But it would entail expenditure on a scale apparently far beyond the compass of provincial or local finance.

## Controlling Agencies.

13. *Direction and inspection.*—There were several changes during the year. I was on leave from the 15th June to the end of December, during which period Mr. Richey, Director of Public Instruction in the North-West Frontier Province, officiated as Director. Mr. Crosse, Inspector of Schools, Lahore division, was on leave from the 6th April to the 6th October; Mr. Wright, Inspector of European Schools, held charge during his absence, Mr. Wright's place being taken by Mr. Sanderson, formerly Master of the Training Class at Sanawar. Mr. Wathen, Inspector of Schools, Jullundur division, was appointed Principal of the Khalsa College, Amritsar, and Mr. Wright moved to the Jullundur division on Mr. Crosse's return from leave. Khan Bahadur Maulvi Umr-ud-din, Inspector of Schools, Rawalpindi division, went on leave in August, and was succeeded by Khan Sahib Khalifa

Imad-ud-din, Reporter on Books. Rai Bahadur Sundar Das Suri, Inspector of Schools, Multan division, was on special duty in the Training College, Sardar Sahib Hari Singh officiating for him. Lala Sheo Dayal on return from leave in October was posted temporarily to the Jullundur division as second inspector.

The two inspectors for special subjects continued to do most useful work. Mr. Buchanan, whose permanent post is in the Training College, besides inspecting drawing and manual training in schools, held classes at centres for drawing-masters, and organised a manual training centre for schools in Lahore. Lala Ratan Lal, the special inspector for science teaching, visited secondary schools in the Lahore, Ambala and Jullundur divisions, and drew up a new scheme of science teaching in correlation with nature study and geography. Among the assistant inspectors Sardar Sahib Bishan Singh, Lala Ladhu Mal, and Sayed Maqbul Shah are specially mentioned for good work. The district inspecting staff contains a number of deserving officers who have been assiduous in the discharge of their duties: the district inspectors specially commended are Lala Sheo Dayal, Hissar; Lala Sheo Sarn Das, Ferozepore; Chaudhri Gyan Singh, Gurdaspur; Lala Kanhaya Lal Bedi, Sialkot; M. Abdul Latif, Gujrat; M. Ahmad Khan, Jhelum; Lala Ram Chand, Multan; Lala Khazan Chand, Lyallpur; and Lala Visanda Ram, Jhang; while among the assistant district inspectors the following are reported to have done particularly well: Lala Raghbir Chand, Hissar; Pandit Sukh Chain Nath, Kangra; Shaikh Ghulam Hussain, Hoshiarpur; M. Abd-ur-Rahman, Bhai Barkat Singh and Lala Wadhawa Mal, Sialkot; M. Muhammad Nawaz Khan and Lala Vishnu Das, Gurdaspur; Bhai Gyan Singh, Amritsar; M. Muhammad Munir, Shahpur; M. Ghulam Muhi-ud-din, Gujrat; and M. Imam Bakhsh Khan, Dera Ghazi Khan.

Mr. Pearce, the Registrar of the Education Department, was transferred at the close of the year to the Financial Commissioners' office as assistant secretary, and the post of registrar was replaced by that of superintendent on a lower salary. With the expansion of education which has taken place in recent years much extra work has fallen upon the Director's office staff, which has nevertheless undergone reduction. In this connection special mention may be made of the valuable services rendered by Mr. McMurray, the present Superintendent, and by Lala Dina Nath and Lala Tara Chand in the statistical and establishment branches, respectively.

14. *District Boards.*—The total expenditure of the district boards on education rose by Rs. 3,47,949 to Rs. 27,87,274. The increase was distributed over all heads of expenditure. Deducting the portions which represent various imperial and provincial allotments, the expenditure of these bodies rose from Rs. 12,46,437 to Rs. 16,64,744, or by Rs. 4,18,307, while there was a decrease of Rs. 70,358 in the imperial and provincial share. When the system of grants proportioned to local expenditure was first introduced it had the inevitable result of relieving local bodies of a portion of their recurring charges for education, and this gave rise to a mistaken idea that they were availing themselves of the grants to effect a reduction of the expenditure which would normally have been incurred from their own resources. What really happened was that the money thus set free was utilised at the time for capital expenditure on school buildings, and that since that time, under the stimulus of proportionate grants, the recurring expenditure of the boards has risen to its former level and beyond. This was anticipated from the first, and the anticipation has been fully realised. The net expenditure of the boards from their own resources on all educational objects, other than buildings and equipment, for the last three years is shown below :—

| | Rs. |
|---|---|
| 1913-14 ... ... ... ... | 5,36,324 |
| 1914-15 ... ... ... ... | 6,82,696 |
| 1915-16 ... ... ... ... | 8,54,603 |

And it will be seen from the tables appended to the reports that in respect solely of the maintenance of vernacular (including industrial) schools the

amount spent by the boards from their own resources rose from Rs. 4,22,989 in 1914-15 to Rs. 5,44,142 in 1915-16. This is, of course, exclusive of their expenditure on school buildings and equipment, which increased by two and a half lakhs. The system of proportionate grants mainly based on salaries has, it may be added, had the effect of inducing the boards not merely to open new schools, but also to provide more teachers for existing schools and to improve the scale of salaries throughout. Educational officers are strongly of opinion that the measure referred to in paragraph 9, *viz.* the substitution of a fixed grant per school for grants proportioned to local expenditure, will remove all inducement to improve salaries and staffs, and will afford no effective guarantee of the boards' contributing their quota of educational expenditure in future. Thus the Jullundur Inspector writes—" The general effect of the new rules in this connection will be, it seems, to break down much of the progress we have been trying to build up for the last few years, and there appears to be little or no check exercised thereby on the deterioration of the staffs of the various district board schools, with possibly a lowering of the scales of pay. It would seem that the new plan affords no guarantee of the district boards' expenditure. Under the former system it paid boards to engage qualified men ; now there is no such encouragement, and indeed the present plan may possibly be used as an incentive to employ unqualified men on lower rates of pay."

The improvements carried out by the boards included the introduction of better scales of salaries in several districts. Among the more progressive districts Ferozepore is specially mentioned : the Inspector says—" Of all the boards Ferozepore is the only one which displays a zeal and an anxiety to carry out fully the suggestions of the Department, and which realises its educational obligations to the people of the district. In great contrast to the state of affairs here in 1910-11 the schools of this district are now well equipped and properly housed. This, too, is the only district in which primary school buildings have been cheaply and effectively constructed on the basis of the sum of Rs. 500 being contributed from private subscriptions with a like sum from public funds. " The thanks of the Department are due to Mr. Bosworth-Smith for this. Sialkot, Gurdaspur, and Lyallpur spent large sums on school buildings. The net expenditure on education decreased in the case of Rohtak, Hissar, Shahpur and Montgomery. The Ludhiana board is said by the Inspector to erect needlessly expensive buildings for its schools. Generally speaking, however, the management of the district boards is praised by the inspecting officers.

15. *Municipal Committees.*—The total expenditure of the municipal committees was Rs. 5,99,445, showing an increase of Rs. 73,673 on that of the previous year. Eliminating grants, their expenditure increased from Rs. 3,45,419 to Rs. 4,27,239. In the case of primary schools the increase was Rs. 31,749. The general tendency of these bodies is to postpone the needs of primary to those of secondary education, and complaint is made that some of the smaller municipalities, especially in the Ambala division, have not properly utilised the Government grants. The worst in this respect are said to be Hissar, Palwal, Faridabad, Jagadhri, Buria, Kaithal, and all the municipal committees in Rohtak except Beri. In the Jullundur division most of the minor municipalities have made over the control of their schools to the district boards : of the larger municipalities Jullundur spent the lowest proportion of its income on education. In the Rawalpindi division Pind Dadan Khan is singled out for neglect of its responsibilities.

16. *Private agencies.*—Private enterprise continued to be manifested chiefly by religious bodies, and in the field of secondary education. Muhammadan Anjumans have now 52 schools in the Ambala division, the Arya Samaj 19, the Baptist Mission 16, and the Sanatan Dharm 11. In the Jullundur division the Arya Samaj is most prominent, with more than a third of the schools which are privately managed. In the Lahore division the Chief Khalsa Diwan is active in promoting education, and the Muhammadan Anjumans maintain a large number of elementary institutions in addition to their secondary schools. A conspicuous instance of private munificence was the gift of Rs. 20,000 by Lala Bishen Das to raise the board school at Srigobindpur to the high grade. In the Rawalpindi division there are 14 secondary

schools under Sikh management, two having been added, and the Scotch and American Missions maintain several schools. The newest Muhammadan secondary school is the Zamindar High School opened at Gujrat.

## Collegiate Education.

17. *Statistics.*—There was no increase in the number of Arts colleges. The number of students in attendance rose by 379, the most noticeable increases being in the Khalsa College (105) and the Islamia College (91). These are satisfactory as indicating Sikh and Muhammadan progress in higher education. The expenditure on tuition rose by Rs. 95,663, of which provincial revenues contributed Rs. 77,226. Fee-receipts increased by Rs. 22,229, while income from private sources declined.

18. *Examinations.*—The examination results were, on the whole, better than those of the previous year, with which they are compared below :—

| | 1914-15. | 1915-16. |
|---|---|---|
| Arts— | | |
| F. A. ... ... | 55·7 | 56·2 |
| B. A. ... ... | 44·2 | 41·7 |
| M. A. ... ... | 54·2 | 57·1 |
| Science— | | |
| F. Sc. ... ... | 56·5 | 54·2 |
| B. Sc. ... ... | 40·5 | 58·1 |
| M. Sc. ... ... | 77 | 90 |

19. *Government College.*—Rai Sahib Ruchi Ram Sahni, Second Professor of chemistry, and Lala Ram Parshad Khosla, Assistant Professor of English and history, returned from England to duty in the College. The College sustained a loss by the death of Lala Bishambhar Das, Assistant Professor of biology, who was a popular and successful teacher of botany and had won the affections of his pupils. The number of students increased by 33 to 584, of whom 320 were boarders. Competition becomes keener every year for admission, and for the first time it was found impossible to take all applicants who had matriculated in the first division. The expenditure on the College was Rs. 1,93,118, of which Rs. 63,232 was covered by fees. The examination results were good, the percentage of passes being 66 against 59 in the previous year ; and in the M.A. and M.Sc. examinations six students obtained first classes. As only sixteen such distinctions, the Principal says, had previously been awarded in the whole history of the University, the achievement was notable. 106 students were in receipt of scholarships of various kinds. The number of science students rose to 289, biology being the most popular subject. The new physics laboratory was nearly completed. The B.Sc. and M.Sc. classes in zoology and botany now constitute the University department of biology, and they are attended by students of other Colleges. Valuable research work was done by the science staff. Other developments were the improvement of the library, which is being recatalogued on the Dewey system, the introduction of systematic medical inspection, and the activity of the College War News Association, the members of which have written pamphlets and undertaken to disseminate information. Apart from athletic clubs, the College numbers no less than 11 societies for study and discussion.

20. *Aided Colleges.*—The largest of these is the Forman Christian College, with 647 students, of whom 403 were boarders. As in the Government College, a large number of applications for admission had to be refused. A new hostel which will accommodate some 75 students is nearing completion, and the chemical laboratory has been extended. The Islamia College numbered 328 students, and is rapidly developing in size and efficiency with the aid of the grant of Rs. 30,000 per annum from imperial revenues. The Khalsa College under its new Principal, Mr. Wathen, also shows marked development ; the number of students rose from 226 to 331, and many improvements were made. The smaller Mission colleges, the Gordon College, Rawalpindi, and the Murray College, Sialkot, continued to expand.

21. *Unaided Colleges.*—The numbers in the D. A.-V. College increased from 939 to 991, of whom 689 were boarders. The examination results were good, and the College won the football trophy in the University tournament. Rs. 4,000 were spent on science equipment. The Dyal Singh College had 511 students on the rolls. The new hostel, costing over Rs. 40,000, was completed, and the science staff was strengthened.

22. *Punjab University.*—Among changes in the regulations it may be mentioned that mathematics and science were made elective subjects in the Intermediate examination of the Arts Faculty. and that the "compartment rule" was amended. The Syndicate considered the question of the supervision of students in hostels, and a visiting committee was appointed. Affiliation was extended to the Lady Hardinge Medical College, Delhi. Five colleges were inspected ; grants amounting altogether to Rs. 21,850 were sanctioned for building improvements, furniture, and science apparatus in five colleges ; and library grants amounting to Rs. 6,000 were allotted to eight colleges. Professor Todd, of the University College of Nottingham, was engaged by the University as special lecturer in economics, and lectured for six months, visiting some of the affiliated colleges and holding a conference of teachers of the subject. Lectures on history were delivered in December and January by Professor Leonard of Bristol University. Mr. Dickenson, a library expert from America, was appointed to rearrange the University library and train librarians in modern methods.

## Secondary Education (Boys).

23. *Institutions and pupils.*—The number of recognised schools increased by 25 to 404. Of the new institutions 5 were high schools, 13 Anglo-vernacular middle, and 7 vernacular middle. The newly recognised high schools included three Islamia schools, at Panipat, Gujrat, and Multan. Of the Anglo-vernacular middle schools four were added in the Jullundur division, and the same number in Lahore. These two divisions are nearly equal in respect of the number of secondary schools, but in Jullundur the schools are inferior in quality and unequally distributed, religious rivalries having led to an undesirable form of competition, and the departmental officers have had to attempt to reconcile conflicting interests and to promote harmony of working—by no means an easy task.

The number of pupils in secondary schools increased by 4,662. The increase was chiefly in pupils attending Anglo-vernacular middle schools in the Ambala, Jullundur and Lahore divisions.

24. *Expenditure.*—Direct expenditure rose by Rs. 2,56,215. The increase in the case of high schools was chiefly under fees (Rs. 52,685) and provincial revenues (Rs. 43,745). In the case of Anglo-vernacular middle schools fees, private sources, and district funds contributed most to the increase, while in vernacular middle schools almost the whole came from district funds. Of the total direct expenditure on secondary schools for boys provincial revenues contribute 18 per cent. (chiefly on high schools), district funds 13 per cent. (chiefly on vernacular middle schools), municipal funds 7 per cent. (chiefly on high and middle English schools in about equal proportion) fees (chiefly in high schools) 51 per cent. the rest being met from private sources. Fees in English-teaching schools constitute 95 per cent. of the total fee-receipts. This, and the fact that the bulk of municipal and private educational expenditure is incurred on English-teaching schools, are illustrative of the growing demand for English instruction.

25. *Teachers.*—The figures given in Table IX show that the number of teachers employed in secondary schools for Indian pupils, both boys and girls, increased during the year by about 400. Simultaneously with this general increase, the proportion of trained teachers is steadily rising : the number added in 1915-16 was 348, and 67 more graduates were employed. The percentage of untrained teachers employed in secondary schools is 39 : it is highest (55) in unaided schools, and lowest (23) in board schools. These percentages may be considered low when it is remembered that untrained teachers include

not only women teachers employed in girls' schools, but a large number of teachers of Oriental languages who have studied in the Oriental College, and also University graduates, many of whom intend to join the Training College. In the Ambala division the number of teachers employed in secondary schools for boys rose by 54 to 735, of whom 476 were trained teachers. The percentage of trained teachers in Government and board schools was 72, in aided schools 49, and in unaided schools 17. In the Jullundur division 699 out of 1,087 teachers were trained men; in Lahore 995 out of 1,586; in Rawalpindi 603 out of 971; and in Multan 537 out of 780. The demand for trained teachers, especially those holding Junior Anglo-vernacular certificates, continues to be active, and rates of pay tend to rise. Teachers holding the B. T. degree, however, do not seem to find employment as readily as in former years, from which it may be inferred that the supply is overtaking the demand.

26. *Instruction.*—Mr. Crosse, the Inspector for the Lahore division, writes:—

"The necessity of a simple curriculum is felt. Many good schools are alternating science with languages instead of taking both, but other schools add to their difficulties by needlessly introducing subjects merely to compete with neighbouring schools. The teaching of science, both theoretical and practical, has received an impetus unknown before. The large number of failures in drawing in recent years created a revulsion against it as a subject for the Matriculation examination, and schools are taking up physiology instead, though very few of them have made any adequate provision for teaching it; but in spite of this the advance in the drawing work of the schools is extraordinary and will have far-reaching educational effects. Good progress in English continues. Extra reading is encouraged, and juvenile literature is very much in demand. The wealth of appliances for and literature on geography have made the teaching of this subject much more intelligent, interesting and practical. Temperature and pressure are daily recorded, and graphs are prepared by the boys themselves to show variations in climate. History teaching is still very bookish and is ruined by the multitude of cram-books, the use of which is too often encouraged. Human interest is lacking, and cause and effect are not connected, and consequently there is no mental reaction in the learner. Some schools organise excursions to historical places, but very few schools outside Lahore have taken their boys to the Museum to show them the history section, and even historical monuments in Lahore are unknown to most. In mathematics efforts are being made to cultivate the power of thought by an expansion of oral work and by the translation of the language of arithmetic into that of algebra in the solving of problems."

Sardar Sahib Hari Singh, the Multan Inspector, remarks as follows on the vexed question of examinations:—

"The existing two annual public examinations—the vernacular final of the Department and the Matriculation of the University—continue to dominate the tuitional work in our schools. So long as the value of a teaching institution is measured by pass percentages, the ultimate ideal before the teachers and the taught will naturally remain in the examiner's hands, and this in spite of the courses gone through in the training institutions and the inspecting officers' periodical criticisms of lessons. It is, however, true that of late the examination questions set have been taking a turn for the better in so far as discouragement of cram is concerned. But mere written answers to a limited number of questions, of any quality, can never be a sure and full enough test of a student's real worth....The results of the last vernacular final examination were, as has generally been the case, much better than those of the University Matriculation test, the exact average pass percentages being 80 and 60, respectively. This is as it must be. Other things being equal, teaching and examination through a student's vernacular will always produce results which the medium of a foreign tongue can never approach."

27. *Medical inspection.*—The medical inspection of pupils in secondary schools was begun in October, six assistant surgeons being appointed for the purpose, of whom two were posted to the Lahore division and one to each of

the other divisions. Their reports have been useful not merely in disclosing prevalent and remediable ailments, but in drawing the attention of school authorities to insanitary conditions from the point of view of experts. Defective vision, as was expected, was found to be common in schools, probably owing to overstudy and bad lighting. Thus in the Lahore division the number of boys with defective vision was reported to be 32 per cent. of the total, and in Multan to be as high as 37 per cent. Skin diseases and enlarged spleen were among the other ailments most frequently reported. Information and advice was sent to the parents in each case, but many of them are said to be indifferent, and the problem of ensuring treatment to follow medical examination is by no means easy to solve.

28. *Buildings.*—In spite of the contraction of expenditure caused by the war there was a good deal of building activity, the large grants given to local bodies for this purpose not having been fully expended. The Government high schools for which new buildings or additions were completed or begun were those at Karnal, Hissar, Gurdaspur, Gujranwala, Sialkot, Montgomery, and Muzaffargarh. Projects have been prepared for new buildings for the Government schools at Ambala, Ferozepore, Jhang, and Multan, which are all urgently needed. The inspectors' reports give lists of buildings erected during the year by local bodies and private managers. Thus in the Jullundur division, apart from extensions, three new buildings were constructed for high schools and ten for middle schools; in Lahore the district boards erected five buildings and extended thirteen; and the Multan Inspector says that although advance was retarded by the financial situation, something was done in every district. For a year of war the progress achieved was considerable, and is in contrast with the stagnation which prevailed a few years ago.

29. *Hostels.* From the point of view of health the provision of good hostels ranks high among educational needs, and it is satisfactory to be able to record that many such buildings have been erected during the year, as at Hissar, Mirjpur (Hissar), Murthal (Rohtak), and Kunjpura, in the Ambala division, and similarly elsewhere The supervision of the hostels attached to Government schools has been improved by the enhancement of the scale of allowances for superintendence, rendering it possible to obtain the services of senior members of the staff for this duty. But much remains to be done to improve hostels generally, for instance in the matter of lighting and dietary arrangements. 14,794 pupils of secondary schools are inmates of school hostels.

30. *Privately-managed schools.*—As noticed in previous reports, trouble has been caused in the Jullundur division by the multiplying of ill-managed secondary schools. The Inspector's remarks on this subject are worth quoting at length. "Some of the mufassil schools," he says, "especially in small towns and localities where there is more than one school, and in which one school only would easily suffice (as in the Hoshiarpur district) are ill-managed and inefficient to a degree, doing more harm than good to the community for whose benefit they are supposed to have been opened, and who liberally pay for them. These schools, and also some privately-managed high schools, show a tendency to include only those subjects in their curriculum which pay in examinations and are at the same time inexpensive to arrange for. Thus drawing is neglected in most of these schools. No steps whatever have been taken to introduce this subject in the Dayanand Anglo-Vedic, the Sanatan Dharm and the Bajwara high schools in the Hoshiarpur district, while it is taught with very fair success in the district board Anglo-vernacular primary school, Bajwara, at a distance of only 100 yards from the high school. The subject is found to be expensive to provide for and it does not pay in the Matriculation examination to take it.

"The chief reason for the ill-success and inefficiency of some of these privately-managed schools in the mufassil is that they are opened without any definite aim, apart from sectarian rivalry, without a carefully thought-out plan; and with little or no funds. For want of funds and efficient staff, proper equipment and adequate accommodation are an impossibility, and yet without these essentials there can be no real education.

"There are some schools where the manager is the absolute master, who does just as he pleases and dispenses with the services of teachers, and of the headmaster also, however capable they may be, at very short notice and for very insufficient cause. Sometimes it is because these teachers are not able to comply with the unreasonable orders of the manager, or are unwilling to manipulate the marks awarded in the promotion examination to suit his wishes. Under this head come the Doaba Rajput High School, Nadalon, and the Dayanand Anglo-Vedic Middle School, Muktsar.

"There are other schools in which departmental instructions often go unheeded and which, by promises to the boys and by exactions from parents, do much harm to the cause of education. A school in the mufassil obtained recognition as an Anglo-vernacular middle school; soon afterwards the manager opened a fourth high class without any provision in regard to staff, equipment or building, and applied for recognition. The Department did not see its way to accord recognition, but the authorities nevertheless continued the class, and then opened a fifth high class also. In this way they misled both parents and boys, for the latter were thus ineligible to be sent up as school candidates for the Matriculation examination, and I had to make special arrangements in order to avoid hardship to boys who had been deliberately imposed upon.

"There are other Anglo-vernacular middle schools in the Hoshiarpur district which have been opened by different sects or communities entirely as rival schools to each other, and without the slightest justification for the existence of a second Anglo-vernacular school in the village or town. Sham Churasi, Hariana, Mahilpur, Patti and Una come under this category.

"There are still some other schools, though they are few in number I am glad to say, which are run on commercial lines with a profit from the fee income etc.

"But there is also another side to the picture. As a result of our tours, opportunities were found to discuss various school matters with committees and to bring to their notice the remarks recorded in their log-books as to what was needed, on the part of the staff and of the committee, in order to make their schools really efficient. Certain instructions and suggestions were afterwards issued on the lines discussed.

"These were designed to remedy the evils complained of in regard to the annual promotion of boys; to put a stop to injudicious marking of papers and consequent unwise promotions; to abolish the pernicious system of touting for boys (which went on unrestrained in some schools last year at the time of new admissions) by suggesting definite rules by which all this was rendered almost impossible; and in other ways to secure greater harmony and co-operation between schools.

"These instructions have been carefully impressed upon all schools, and I am glad to say they have borne fruit."

31. *Miscellaneous—the schools and the war.*—Numerous lectures and addresses were delivered on the war by members of the staff and others. Teachers and boys subscribed liberally to the various war funds; in the Government High School, Amritsar, for instance, the amount contributed to the Punjab aeroplane fund was over Rs. 500. In the Jullundur division many of the schools are undertaking to supply furniture for the use of sick and wounded soldiers. Figures of recruitment which have been collected show that a large number of teachers and students in each division enlisted in the army: in the Rawalpindi division alone the number was 868 in the districts where an account was kept, in addition to 1,682 ex-pupils of primary schools. Instruction in First Aid was given in the Government High School, Amritsar, and in twelve schools in the Ferozepore district. Lectures on temperance were given in some of the schools by Master Sant Singh of Amritsar.

## Primary Schools (Boys).

32 *Institutions and Pupils.*—The number of schools increased from 4,548 to 4,754. There were 102 more board schools, and 126 more aided schools;

unaided schools declined by 23. Only 39 of the new board and aided schools were lower primary; it is noticeable that only 15 per cent. of the total number of primary schools for boys are of this grade, and that about 70 per cent. of the schools are maintained by Government or local bodies. Generally speaking, the people are not satisfied with anything less than an upper primary board school. The increase of pupils was 6,288, mostly in board schools.

The following table shows the increase or decrease in the different divisions:—

| | *Division.* | *Institutions.* | *Pupils.* |
|---|---|---|---|
| 1. | Jullundur ... ... | + 79 | +4,309 |
| 2. | Lahore ... ... | + 52 | + 854 |
| 3. | Multan ... ... | + 48 | + 860 |
| 4. | Ambala ... ... | + 31 | + 2,062 |
| 5. | Rawalpindi ... ... | − 4 | −1,797 |
| | Total ... | + 206 | + 6,288 |

It will be observed that the Jullundur division easily heads the list. A large proportion of the schools added in this division were of the aided elementary type, *i.e.* primary schools with a slightly simpler curriculum. The decrease in the Rawalpindi division is attributed to plague, famine, and the war. The Jhelum district alone shows an increase, largely due to the exertions of M. Ahmad Khan, the District Inspector, who is himself an agriculturist. Probably the main cause of the fall has been the large recruitment of parents and elder brothers for the army. There has been a decrease of pupils of the agricultural classes in the Lahore and Rawalpindi divisions, which is ascribed to drought and scarcity.

33. *Expenditure.*—The expenditure on the maintenance of primary schools for boys was Rs. 15,07,460 against Rs. 13,57,993 in 1914-15. The bulk of this increase was in district board expenditure: fee-receipts decreased by Rs. 2,482. Nearly four-fifths of the total expenditure are borne by district funds, and the greater part of the district funds available for the purpose consists of Government grants. Thus the financing of primary education is mainly from the centre, while the control of the schools is practically local.

34. *Teachers.*—The number of trained teachers employed continues to show a satisfactory increase. In district board primary schools (including those for girls) they constitute two-thirds of the total. The proportion is, of course, comparatively small in aided elementary schools, training not being insisted on as a condition for a grant. The out-turn of the various Normal schools and training classes is fairly adequate for existing needs, and improved pay and provident funds have checked the tendency to desert the teacher's calling for other paths of employment. "One no longer hears the complaint", the Jullundur Inspector says, "of teachers leaving this service to become patwaris." In this connection the Multan Inspector writes: "I fear, and this fear is shared by most of the district inspectors, that the new mode of assessing annual grants to boards will tempt them to lower their scales of pay: and even if such a lowering is not done all at once, there is little hope for any future brightening of the prospects of the hard worked village schoolmaster." An equally important matter is the provision of a sufficient quantity of teachers. In the Jullundur division the Inspector says (and the remarks apply elsewhere) "there are still many board primary schools which are wretchedly housed and wretchedly furnished, and many in which a single teacher has to teach forty or more boys in five classes. Under the new rules of grants to local bodies, there is now, I fear, little chance of any improvement in this respect." It is, indeed, abundantly clear from the inspection reports that the abolition of the system of proportionate grants is considered likely to cause a set-back in these respects. Thus the district inspectors in the Ambala division are said by the Inspector to apprehend that it may have the effect of restricting progress.

35. *Instruction.*—With the increase of trained teachers and the strengthening of the district inspecting staff the quality of the teaching is considered to be steadily improving, although the Multan Inspector describes the average village schoolmaster as "more of a machine than an intelligent and thoughtful educator," pointing out at the same time that he often labours under the disadvantage of being set to teach five classes. The newer subjects of study, such as practical mensuration, land records, native accounts, and nature lessons, are, as before, the worst taught. Would-be educational reformers are apt to regard the school as an agency for imparting a great deal of miscellaneous information which is beyond the capacity of the average teacher, who cannot always be trusted to teach the three R's efficiently.

Experiments continue to be made in the direction of abridging the time spent in school, so as to allow the children to help in home avocations. It appears, however, that parents and teachers do not as a rule desire a change, being wedded to their former habits, and the teachers, in particular, are lacking in the qualities of punctuality and alertness which are needed in order to render the scheme a success. The under staffing of schools is another obstacle. Nevertheless in the Gurdaspur and Sialkot districts of the Lahore division the system of one-session schools, working from 7 to 11 in summer and 10 to 3 in winter, is said to have taken root and to be generally appreciated, and a similar arrangement is in force in the Jullundur division. On this subject the Jullundur Inspector writes: "The question of the adaptation of village schools to the needs of the rural population is doubtless a most important problem in connection with primary education. The difficulty, however, lies not in devising suitable time-tables, but in overcoming the village schoolmaster's traditional predilection for a whole-day school. As things too often are, the village school teacher sets one class to do so many sums from one book, another to write so many lines to dictation, another to cram up so many pages from a geography or a grammar book, and so on—under the monitors' supervision—while he himself is engaged on postal work, in selling stamped paper, writing letters or petitions for people, or medical recipes in his character of a village physician, smoking the *hukka* or doing other work, and now and then taking a class in this subject or that. In this way a whole day is passed, the boys getting a short recess for meals; and when they are dismissed in the afternoon each boy receives some work to do at home. With such a programme of daily work boys get no time for field occupations, and after five or six years of this kind of life, when they pass out of the school, they are often useless to their parents in the fields, and there is no other alternative but to send them on to an Anglo-vernacular school to complete their education, or to let them sit at home doing nothing till they have outlived the effect of their schooling.

"The Code prescribes five hours' school time at the longest, but to village schoolmasters, accustomed all their life to the leisurely and unmethodical work of a whole-day school, a five-hours day naturally seems preposterous, especially as it requires, *inter alia*, carefully thinking out every day's plan of work and preparing every day's lessons at home in advance; and it also demands a concentration of attention throughout the school time which the teachers, I fear, seldom vouchsafe to their work except for a few days just before the annual inspection.

"Nor is this five-hours school altogether perhaps to the liking of the district inspecting staff—the very agency on whom the enforcement of this reform entirely depends. With whole-day schools, these officers are able to visit a school at their convenience any time between early morning and late afternoon, but with a five-hours school day, they lose an inspection if they are late, nor can they see two or three schools a day as they often desire to do in order to save time.

It is also necessary for the success of this reform that no primary school with forty boys or more, and five classes, should have less than two teachers."

36. *Buildings.*—A large number of primary school buildings were erected or extended during the year, particularly in the Lyallpur district, where

the number of such additions was 57. In the Ferozepore district, the Inspector says, almost every primary school is properly accommodated and equipped. Elsewhere there is still much to be done. Thus in Shahpur most of the schools are without buildings of their own, and in Gujrat about half are in rented or borrowed buildings. The Multan Inspector gives the average cost of the new buildings as nearly Rs. 2,000, part of which has been sometimes paid by the residents. In Ferozepore an ordinary primary school consists of a single large room with a verandah and *kothri*, and costs about Rs. 1,000, about half of which is realised in subscriptions from the people of the village. Gifts of land and buildings for school purposes have been numerous throughout the province.

The remarks made in paragraph 3 of the review of the last report point to a misunderstanding with regard to the type of buildings now erected for primary schools. The question of a single type design for these schools was carefully considered several years ago, with the result that one was issued in 1911 for the guidance of local bodies in rural areas. It was recognised that the older buildings were deficient in light and ventilation, and the particular object of the new plan was to show how this defect should be avoided. The plan was for a school of 45 pupils, allowing 10 square feet per pupil: the average cost, calculated by the rates prevailing in 12 districts, was Rs. 1,135, or Rs. 25 per pupil. The buildings erected since have more or less followed this design, and they are considered to be airy, well-lighted, and generally suitable. What has evoked criticism in inspection reports is not so much the design of the buildings as the apparently unnecessary cost of their construction in some instances, due perhaps to the addition of compound walls and other extras which might have been omitted. An alternative plan, with the lighting entirely from one side of the building, has recently been prepared by the Government architect: this plan is more elaborate and expensive, but it will be useful by way of suggestion. It is tolerably clear that no standard plan can be devised which will suit all circumstances and localities—a small outlying village school, for instance, equally with one which may be expected to grow into a middle school later. Possibly the verandah type of building, with open arches on the side least exposed to the sun, and windows that can be screened or shuttered on the opposite side, would be best for adoption in many cases. Local bodies usually erect substantial buildings in preference to temporary ones, with a view to economy in repairs: the expensiveness of this course would be lessened if more effort were made to induce the residents to contribute part of the cost, as has already been done with success in some districts. And the plan of entrusting repairs to local agency, which is said to work well in Amritsar and Multan, is worthy of more general adoption.

37. *Vernaculars.*—Urdu continues to be in favour as the school vernacular for boys. Gurmukhi or Punjabi schools for boys and girls numbered 446 with 20,347 scholars, but three-quarters of the latter were girls. Punjabi, however, is also occasionally studied as a second vernacular in boys' schools along with Urdu. Hindi is chiefly taught in girls' schools.

38. *Miscellaneous.—Ambala.*—"The chief extension of primary education in the division is due to private enterprise. A number of schools are opened every year by public-spirited gentlemen like Rao Rampat of Gurgaon, and by the different Anjumans, Sabhas, and societies."

"Sericulture continued to be tried in 11 primary schools in the Ambala district."

*Lahore.*—"Schools, as a rule, open with a prayer to the Almighty, and in many places one was pleased to hear the children singing patriotic songs and praying for victory in the present war."

*Rawalpindi.*—"The newly trained men coming from Normal schools can well teach the primary courses in drill. In the Attock and Gujrat districts the posts of district itinerant instructors for primary schools have consequently been abolished as unnecessary."

*Multan.*—"In the Dera Ghazi Khan district no fees are charged at all in the lower primary departments, and in the upper primary departments of this district and in all primary departments of the Muzaffargarh and Multan districts half rates are charged."

## Training of Teachers.

39. There were 1,271 men and 267 women students under training in various institutions, the increase on last year's figures being 116 and 57 respectively. The students under training were distributed as follows :—

| | | |
|---|---|---|
| Central Training College | B. T. class (graduates) | 63 |
| | S. A.-V. class (University Intermediate test) | 44 |
| | J. A.-V. class (Matriculation) | 101 |
| | S. V. (J. V. examination in first division) | 83 |
| Normal Schools for Men | | 679 |
| Training Classes for Men (A.-V.) | | 105 |
| „ „ (Vernacular) | | 176 |
| Lahore Normal School for Women | | 101 |
| Training Classes for Women | | 128 |
| Training Classes for European Teachers— | | |
| Men | | 20 |
| Women | | 38 |

40. *Central Training College* —The number of applicants for admission was the largest on record, and the Principal considers that the type of applicant is improving yearly. The admissions to the B. T. class included seven M.A.'s and five who had secured honours in the B A. and B.Sc. examinations. Merit, however, is not the sole ground of selection, as the representation of communities has to be borne in mind. Nearly one-third of the students were Muhammadans, and one-eighth Sikhs. 246 students received stipends from provincial revenues, and 31 stipends from the North-West Frontier Province, Baluchistan, several Native States, and various religious societies, the Chief Khalsa Dewan alone contributing twelve. The total expenditure was Rs. 1,02,260, against Rs. 1,00,604 in the previous year. The cost per student fell from Rs. 367 to Rs. 351. The number of boarders was 250. The examination results were good, the pass percentage being over 90 except in the S. A.-V. class.

The instruction was on the same lines as in former years. The Principal points out that the training is not and cannot be complete and final, as it is sometimes supposed to be. "Our aim is to create a proper attitude of mind towards teaching, to point out new departures in the teaching of certain subjects, to indicate the lines along which progress may be made ; to develop the interest in the study of the child, in short to train the teacher to think intelligently about the problems of education and to give him an ideal. Then when he returns to his work he can examine the methods and theories from this point of view after his change of environment and readjust his outlook." The students spent ten days in the local schools, and it is satisfactory to learn that the headmasters welcome these visits. For the purpose of general supervision the students were divided into groups, each under a tutor. Games suffer for lack of playgrounds, but several matches were arranged with outside teams. Mr. Robson, the adviser to the Department on physical instruction, lectured to the students on the principles of physical training, and introduced a new system of exercises. The College stood third in the University gymnastic competition. A course of 20 lectures on hygiene was delivered by the Health Officer of Lahore to the English-speaking students. It may also be mentioned that Rs. 720 were subscribed by the staff and students to the various war funds.

The Central Training College is doing extremely valuable work, but is hampered by overgrowth of numbers ; and it is difficult to refuse applicants so long as there is an active demand for trained teachers in secondary schools. Unfortunately the execution of the scheme for establishing a Junior Training College at Jullundur has had to be deferred until the financial situation improves. The time seems now to have come for framing a rough estimate of the number of teachers of each kind for whom posts can be found annually, on an average

in the secondary schools of the province, so that the numbers under training in the College may be proportioned accordingly. The lengthening of the period of training (some nine months in most instances) will be a point to be decided in this connection.

41. *Normal Schools for Men.*—Two institutions were added during the year, one being a Government Normal school at Sargodha, the other an aided Normal school at Dharmsala, for teachers in the Kangra district, with some twenty-eight students. Since the close of the year a ninth Government Normal school has been opened at Gurdaspur, making the number of such institutions ten altogether, training some 700 teachers for primary schools. As soon as the supply of trained teachers begins to overtake the demand, it will be advisable to consider the question of lengthening the course of training to two years. The popularity of the Normal schools continues unabated, and no difficulty is experienced in recruitment. The examination results were good, the percentage of passes being 84. The cost of training was Rs. 190 per student in the Government Normal schools for men. With regard to the instruction, the Principal of the Central Training College writes :—

"The curriculum was simplified in the year 1911-12 with a view to secure greater effectiveness in teaching. Experience shows that it is well suited to the requirements of village schools. Improvement in the teaching of geography, practical mensuration, and drawing is particularly noticeable and deserves mention. The Revenue officers continue to hold the final test in practical mensuration ; the scheme is apparently working well ; but it is premature to pronounce it a success. Mr. Buchanan has given a new direction to the teaching of drawing and has invested it with added interest—a distinct gain. His efforts are bearing fruit almost everywhere. Educational hand-work is evidently receiving increased attention in most schools—particularly at Lahore and Karnal. Weather observations are taken by students in some schools. Excursions to places of geographical and historical interest and to commercial and industrial centres of activity in the neighbourhood continue to be popular. Clay-models for illustration of geographical lessons were made at Karnal and Lyallpur with care and intelligence. The students of the Lahore Normal School paid special attention to the drawing of large outline wall maps. The introduction of lectures on hygiene by local medical officers forms an interesting feature of the year's work."

Building accommodation is good except at Karnal and Sargodha, where hired buildings are in use.

42. *Training classes for Men.*—The number of local classes for vernacular teachers of lower primary classes increased from 17 to 19 : of these 2 were in the Rawalpindi division, 6 in Jullundur, and 11 in Lahore. The number of students trained during the year was 561 against 305 in the preceding year. Four Anglo-vernacular training classes were opened in connection with high schools at Rawalpindi, Jullundur, Rohtak and Ludhiana, the number of students being 105. All such classes are more or less temporary expedients, the continuance of which is conditional on the supply of teachers from permanent training institutions being inadequate.

43. *Training of Women Teachers.*—The staff of the Normal School for Women consists of a European headmistress, four trained mistresses and three language teachers. The number on the rolls were 101, an increase of 9 on the previous year's figure. Thirteen candidates were presented for the Senior Vernacular Certificate examination, of whom 8 passed ; and 14 were successful out of the 26 who appeared for the Junior Vernacular Certificate examination. The number of resident students is 44. Much difficulty is experienced in getting suitable hostel accommodation, and owing to the expansion in numbers which has taken place in recent years it was found difficult to give the students sufficient practice in teaching. The training of women students was also carried on in nine local training classes attached to secondary schools : these classes, the number of which is being added to, contained 128 students. Of 230 Indian women students being trained for the teaching profession, 84 were Christians, against 78 Hindus, 49 Muhammadans, and 17 Sikhs : it would appear, therefore, that outside the small Indian Christian

community there is comparatively little readiness to take up the teacher's calling—a fact which should be noted by those who hold that a large expansion of female education is chiefly a question of administration and expenditure.

44. *Training of European Teachers.*—The Sanawar Training Class for men contained 20 students, most of whom came from the United Provinces and Madras : only three belonged to the Punjab. The examination results were below the average. The class is still occupying the temporary quarters assigned to it nine years ago, which are inadequate and unsuitable. The Superintendent advocates an increase in the value of the stipends to Rs. 50 per mensem, and the lengthening of the course to three years. The cost of the class is largely borne by provincial revenues, an arrangement which seems inequitable when the comparatively small benefit accruing to the province from the maintenance of this institution is considered.

There were 38 women students in St. Bede's College, Simla, which receives a small grant-in-aid from Government. 17 out of 18 candidates were successful in the teachers' certificate examinations. The institution is well managed.

## Professional, Technical and Industrial Education.

45. *Professional institutions.*—The Law College, one of the two teaching institutions maintained by the University, prepares students for the Bachelor of Laws degree, which qualifies successful candidates to practise as 2nd grade pleaders in courts subordinate to the Chief Court. The staff, which was reorganised during the year, now consists of a principal, a law lecturer, and two part-time law readers. There were 159 students on the rolls, against 133 in the previous year, in two classes. As the restriction imposed by the Chief Court on the number of admissions to pleaderships was withdrawn in January, 1916, all the 59 successful students at the LL. B. examination were granted licenses to practise.

The numbers in the Medical College and School showed no diminution. There were changes in the staff due to the recall of some professors to military duty, but satisfactory arrangements were made for carrying on their work. The new main college block was opened by the Viceroy in November, 1915, and good progress is being made with the other new buildings. The Yunani and Vedic classes subsidised by the University had 43 and 28 students, respectively.

The number of students in the Veterinary College increased to 190. The fine new buildings were formally opened in December by the Viceroy ; the increased facilities have led to very great improvement in the training of the students, and the examination standard was higher. The demand for veterinary graduates was far in excess of the supply. Among other experiments the anti-rabic inoculation of dogs bitten by rabid dogs was carried out on a small scale. The Agricultural College, Lyallpur, is attracting a better type of students. The new vernacular class was chiefly composed of agriculturists' sons ; 24 completed the course, the popularity of which is shown by the number of applicants for admission to the class. The class for revenue officers in Indian rural economy was held in February and March. All the 14 students who appeared in the leaving certificate examination of the college passed.

The Government School of Engineering, Rasul, had 97 students, against 80 in the previous year ; 31 of these were Muhammadans and 23 Sikhs. A draftsman class was opened, to which five students were admitted. The instruction was made as practical as possible, and the workshop output was double that of last year. Of the students who qualified in 1915 only two failed to obtain employment. The number of students in the Hindu Technical Institute, Lahore, was 76, all Hindus and Sikhs. The institute is developing in various directions under the guidance of Rai Bahadur Ganga Ram, the president, but is hampered by want of funds. All the students who passed in mechanical engineering obtained employment. 31 students and ex-students were engaged in the manufacture of munitions.

46. *Industrial training.*—In the Mayo School of Industrial Art, Lahore, the number of students increased by 10 to 261, of whom 150 were

Muhammadans. The year was notable for the large number of orders executed, which necessitated the employment of bazar mistris and ex-students to assist. Notwithstanding the endeavour to make the training as practical as possible, the Principal notes that the chief desire of most of the students is to become teachers, " and so a great part of the training has no material results, as craft teachers have no scope for utilising high artistic craft knowledge." Specimens of work done in the school have been supplied to industrial schools in order to give them a standard, and the Principal hopes to extend the usefulness of the School of Art by a wider circulation of designs and specimens which may reach the actual workers. The number of students in the photo-lithography section has doubled, and the class, under M. Feroz-ud-din, has carried out work for the University, the Museum, and Government departments. The cotton-printing class has also made progress.

The duties of the Principal and Vice-Principal included the inspection of industrial schools as in former years : 23 were visited. The number of these schools increased by two to 30, with 2,769 pupils. The standing committee recently appointed to advise on industrial education has recommended that schools in which forms of manual training are combined with elementary general education should no longer be separately classed as "industrial" schools, as the name causes a misunderstanding as to their function. The industrial schools of the future should be schools in which particular industries are taught on workshop lines to pupils who have already received their elementary education. In other words, while manual training can well be combined with general education at all stages, specialised industrial training, in order to be effective, should be entirely separate, and should not begin until elementary education has been completed. Training of this kind can only be given by expert instructors, and the schools should be under the direction of the Department of Industries. The committee proposed that a beginning should be made with a school of carpentry, to be located at Jullundur ; and the scheme received the approval of Government.

Reference may here be made to the current misconception that technical and industrial education is cheap and easy to introduce, and that it is a short-cut to industrial development. The reality is widely different. Of all forms of education this is one of the most expensive and uncertain. It can only succeed where industries are already existent, and it cannot teach how to make industry commercially profitable. There can be no assurance that a school of carpentry or metal-work or any other industry will have any positive or direct effect on the expansion and improvement of these industries. The experiment, however, is worth trying.

47. *Reformatory School, Delhi.*—There were 30 admissions and 28 discharges : the number of boys was 141. The Deputy Commissioner of Delhi has drawn attention to the fact that of the new admissions 23 were boys who had not been convicted previously, from which it would appear that magistrates do not fully realise the purpose of a reformatory school. Obviously it is intended for boys whose character needs reforming, not necessarily for those who have committed a single offence. The health and behaviour of the boys was good, and the education and industrial training have been favourably reported on. The annual holiday camp in February was much appreciated. 84 out of 102 boys discharged during the past three years are known to be earning honest livelihoods, and 25 out of 81 are employed in the trades taught them at school : four have joined the army. Much credit is due to Mr. Farmer for the excellent way in which the school is conducted.

48. *Other special schools.*—The school for the blind attached to the Railway Technical School, Lahore, had 17 pupils, of whom 10 were receiving stipends from local bodies. Cane-work is taught, in addition to reading Urdu by the Braille system, and arithmetic. The aided school for the deaf and dumb which was recently started in Lahore had six pupils.

49. *Clerical and Commercial Training.*—The Evening Continuation Classes for Men conducted by the Young Men's Christian Association, Lahore, showed marked improvement under Mr. Hume. The number of students admitted was 223, against 126 in the preceding year, notwithstanding a raising

of the standard and an increase in the rate of fee. Two students passed the London Chamber of Commerce examination, one in shorthand at a speed of 100 words per minute. 27 candidates are being sent up for the next examination. It is intended to start day classes in the future as well. The classes for women conducted by the Young Women's Christian Association were also well attended: instruction was given in shorthand, type-writing, drawing, painting, dress-making and millinery, singing, and physical training. A number of candidates were successful in the Chamber of Commerce and other examinations, and students from the classes have had little difficulty in obtaining remunerative employment in firms and offices. The Government Clerical and Commercial School, Amritsar, had 40 students on the rolls: 11 out of 18 candidates passed the University test.

## Female Education (Indian).

50. *Numerical Progress.*—In view of the enquiry now on foot regarding the best means of promoting female education in India, the record of the year has special interest. Progress has been well maintained, in spite of adverse financial conditions. The number of institutions increased by 52 to 971 (9 high, 44 middle, and 918 primary). Board schools increased by 28 and aided schools by 36, while unaided schools diminished. The number of scholars rose by 4,371 (largely in lower primary classes) to 49,367, the increase being nearly double last year's figure. The following table shows the number of schools and scholars in the five divisions :—

| *Division.* | *Schools.* | *Scholars.* |
|---|---|---|
| Ambala ... ... | 130 | 4,443 |
| Jullundur ... ... | 195 | 7,960 |
| Lahore ... ... | 284 | 17,836 |
| Rawalpindi ... ... | 214 | 10,523 |
| Multan ... ... | 148 | 8,605 |

The most progressive districts are Lahore (4,740 scholars), Amritsar (4,480), Sialkot (3,375), Gujranwala (3,332), and Rawalpindi (2,777). It is remarkable that Hoshiarpur, an advanced district as regards the education of boys, can show only 871 girl scholars.

51. *Instruction.*—(*a*) *Collegiate.*—The classes attached to the Kinnaird School at Lahore prepare women students for the Intermediate examination of the University. Six candidates were sent up, all of whom passed. The opening of B. A. classes had to be postponed owing to difficulty about funds. Queen Mary's College sent up two candidates, both of whom passed with distinction. The Convent School at Lahore also prepares women candidates for University examinations, and women students occasionally join the Gordon College, Rawalpindi, or the Forman College, Lahore. Altogether 9 out of 14 women candidates passed the University Intermediate examination, while 28 out of 41 were successful in the University examinations for titles or distinctions in Sanskrit, Hindi and Punjabi.

(*b*) *Secondary.*—The scheme of studies for secondary schools is elastic, English, for instance, being sometimes taught as a language and sometimes also used as a medium of instruction. Sanskrit and Persian are commonly taught, and a little Arabic in Muhammadan schools: Hindi, though not spoken in the home, is a popular vernacular. The Chief Inspectress notes as regrettable the fact that most of the teaching in the secondary classes of large high schools like the Kanya Maha Vidyala and the Dev Samaj School, Ferozepore, is done by men. All the larger towns have vernacular middle schools for girls: four board schools were added during the year, as well as three aided and one unaided schools.

(*c*) *Primary.*—The three vernaculars, Urdu, Hindi, and Punjabi, are taught throughout the province: in Rawalpindi the majority of the girls read Gurmukhi. The Chief Inspectress reports that the vernaculars and needlework are usually well taught in the larger primary schools, and arithmetic is brought to a standard sufficient for household needs, but geography is a difficulty, unless

there is a trained teacher. "The smaller primary schools and the branch and lower primary schools are usually understaffed, and badly equipped and accommodated, so that the work is done under great difficulties. The teacher often is in charge of three or more classes, and not being trained is bewildered and cannot arrange her time so as to devote full attention to any one class. Added to this there is an attempt to teach each child individually instead of a class as a whole, and the noise and confusion are distracting.

"In villages the school hours are much interrupted, for the children continually run home to help their mothers or for their food. The parents do not much realize the necessity for educating girls, considering learning only a means to earning a livelihood; they therefore take no care to send them to school regularly or punctually."

52. *Industrial Training, Needlework, &c.*—At the S. P. G. Mission School at Salamatpur embroidery continues to be taught with success, and many of the pupils are almost self-supporting. Lace-making is taught in a convent of Belgian nuns at Khushpur, Lyallpur district, and "provides a welcome addition to the earning of agricultural families." At the Church Missionary Society's school at Clarkabad the girls learn spinning and weaving and also work in the fields at harvest. In the Pasrur school drawn thread work, spinning, and fine needlework are well taught. Fine sewing is taught in many other schools, and this year a good deal of knitting, &c., was done for the war. Domestic economy is popular as a book subject, but is seldom practical. Cooking, however, is practised in most secondary schools, and laundry work was introduced for the first time in the Victoria School, Lahore, many teachers joining the class. First Aid is taught to some extent in many places: in Amritsar instruction is given by the Health Officer, and the schools compete for a medal.

53. *Physical exercise.*—The Inspectress says:—"Regular drill and organised games are taken up in the Christian boarding-schools, and wherever space allows in day schools; swings are put up, skipping-ropes and balls are provided, and games of all kinds are encouraged. The children, however have to be taught to play, and though they become very keen when played with, yet there seems to be latent prejudice against physical exertion. Teachers are very apathetic; if the rope of a swing breaks or a support becomes unsafe it is left unused for months because no effort is made to have it repaired. In many schools the children sit and play with the balls instead of running about. 'In too many cases there is no space to admit of any physical exercise at all." The Inspector for the Rawalpindi division remarks: "As Indian girls are often rebuked whenever they run about or play freely in their homes, as unbecoming for girls, they learn sedentary habits which are very difficult to eradicate afterwards."

54. *Zenana Classes.*—Most of these classes are conducted by Christian Missionary societies. As the figures of attendance sent in last year were obviously incomplete, a more thorough enquiry was made. It appears that in Amritsar alone 1,139 women were taught, and that the numbers elsewhere were:—Lahore 274, Gurdaspur 218, Rawalpindi 55, Sialkot 53, Hoshiarpur 27, Jhelum 23. The educational value of these classes cannot easily be tested.

55. *Buildings.*—There has been a lull in building activity owing to the financial situation. Among the new buildings completed or under construction the most important was that of the Municipal Board Middle School, Amritsar, a two-storied building with a parda quadrangle and accommodation for 250 pupils. The Lyallpur District Board has provided well-planned buildings for its girls' schools, but primary schools for girls are in general badly housed.

56. *General.*—The Inspectress, as before, emphasises the need of employing better teachers in the lowest classes. "It is much to be regretted," she writes, "that there is an idea that a trained mistress should not be required to teach little children, and that any one can manage infant classes. The salaries offered in board and still more in aided schools are so small as to offer no inducement to well-qualified mistresses. The result is that the methods of instruction are of little educational value." The kindergarten teaching introduced by Miss Hart in the Victoria School, Lahore, has served as a useful object-lesson to other schools in this respect.

## Education of Europeans.

57. The number of schools remained 36 as before, with 2,753 scholars on the rolls, practically the same as in the previous year. As the returns relate to March 31st, by which date many pupils have not returned to hill schools after the vacation, the number of children at school is really greater. The expenditure from all sources was Rs. 10,92,606, against Rs. 10,52,257 in the previous year. Imperial revenues contributed 15·6 per cent., provincial revenues 40·8 per cent., fees 30·6 per cent. and other sources 13 per cent.

58. *Teachers.*—The number of teachers employed at the end of the year was 216, against 207 in 1914-15, of whom 18 had University qualifications, 118 were trained, and of the 98 who were untrained, 32 were certificated. 76 teachers from 21 schools subscribe to the teachers' provident fund. The scale of pay has been considerably improved in recent years, and is now fairly satisfactory in the case of women teachers; for men the pay and prospects offered cannot be said to be attractive, and the difficulty of recruitment is, of course, accentuated by the war. But the only schools in which men teachers are now required are the boys' schools at Lahore, Simla, Murree, and Sanawar; and in the larger boys' schools, *viz.* those at Murree and Sanawar, the posts are pensionable. The revised scale of salaries for the staff of the Lawrence Military Asylum, Sanawar, which will eventually entail, when brought into full operation, an additional average annual expenditure of Rs. 25,000, was introduced during the year. A revision of the scale at the Lawrence School, Murree, has had to be deferred for financial reasons.

59. *Instruction.*—A feature of the year was the introduction of a new syllabus in drawing, for which the ground had been prepared by courses of lectures given by Mr. Buchanan. As to other subjects the Inspector writes:—

"During the year only two boys' schools attempted to teach science, and the examiner's report on the results is very discouraging. At the same time three or four schools were teaching elementary Latin with equally unsatisfactory results; while, in one school at least, more important subjects were neglected to give time for this. Some of the best schools devote considerable time to French and the teaching is often good, but the reasons given for the time spent over the language are inadequate—in one case the reason given was that it scored heavily in the High School examination, and in another that some of the girls were going to be teachers and would have to teach French. Yet in one of these schools the Inspectress had to complain that the girls' underclothing was very badly mended. Work in mathematics is constantly to be criticised because too much time is devoted to mechanical processes while intelligent practical application of these processes is neglected. In physiology children make elaborate coloured diagrams of internal organs, but are not taught how to live healthily. Common-sense rules of health are not implanted, nor do teachers apply them to the children in the class-room. The history, religions and civilisation of India are neglected, and children are surprisingly ignorant of the administration of the country." The Inspector is strongly of opinion that more should be done to differentiate the courses of studies for boys and girls. "The instruction given is satisfactory enough from a purely teaching point of view, but the value and purpose of this instruction is open to grave doubts. The curriculum laid down in the Code is largely to blame. The ignorance of parents as to the purpose of education is another factor, and one more difficult to remedy. They consider that a thorough training in domestic economy is unladylike, while a smattering of French is genteel."

60. *Examinations.*—Sixty candidates (30 boys and 30 girls) appeared for the High School examination, of whom 39 (22 boys and 17 girls) passed—a percentage of 65 against 56 in the previous years. In the Middle School examination 91 passed out of the 141 candidates who presented themselves—a percentage of 64·5 against 66·6. Particularly creditable results were obtained by the boys' schools at Sanawar and Murree (Ghora Gali), the Lawrence School, Ghora Gali, taking first place in the High School examination and the first four places in the Middle, with eighteen passes to nineteen candidates in the latter. Lahore was constituted a centre for the Cambridge Local examinations, in

which 122 candidates appeared, 65 for the Senior, 30 for the Junior, and 27 for the Preliminary, and 16, 14, and 20 passed, respectively. But 46 of these candidates were not European school pupils. The Inspector considers that the tendency to adopt the Cambridge Local examinations in lieu of departmental ones should be resisted, as it would stereotype the teaching and make necessary reforms difficult to accomplish. Expert opinion in England, he adds, has spoken very strongly against these examinations in recent years.

61. *Scholarships.*—Seventy-five scholarships were current during the year, of which 28 were held in boys' schools and 47 in girls' schools; 20 college scholarships were also current, against eleven in the previous year. The latter are comparatively seldom taken up by the boys entitled to them, owing (the Inspector thinks) to their value being insufficient. But there may be other reasons.

62. *Health and physical training.*—The health of the schools was generally good and the sanitation was reported by the medical officers to be satisfactory, but an outbreak of measles affected most schools, and work was in many cases seriously interrupted. Whooping-cough and mumps were also troublesome. "It is clear," the Inspector says, "that parents are grossly negligent in the matter of quarantine." Games are well organised in the larger boys' schools, and physical drill is good at Sanawar, in the Cathedral Girls' School, Lahore, and in the larger Convent schools. The medical inspection of scholars has not as yet been systematically introduced.

63. *Buildings.*—Rs. 1,47,744 were spent from provincial revenues on the erection or improvement of school buildings, including the new buildings for the Lawrence School, Ghora-Gali, where the boys are still housed in wooden sheds. The Convent School, Lahore, received a grant of Rs. 25,000 towards the cost of a very large new building recently completed, and Rs. 15,000 were sanctioned for an addition to the Christ Church School, Simla, which has been excellently planned. Grants were also made for improvements to two convent schools at Simla and Murree, and for the Station School at Ferozepore. A number of improvements, involving considerable expenditure, were carried out at Sanawar, where the girls' school, in particular, is now provided with admirable accommodation.

64. *European Schools and the War.*—It may be of interest to mention that the larger European boys' schools have supplied many recruits for the army. The list of old Sanawar boys serving is a very long one; over twenty old boys of Bishop Cotton School are known to have obtained commissions, and five of the staff are serving, three of them with commissions. The Lawrence School, Ghora-Gali, sent seven boys into the army during the year. A signalling detachment of two masters, two staff sergeants, and fifteen boys volunteered from Sanawar: most of them are in Mesopotamia. A second Sanawar detachment of one master and ten boys was sent to Sialkot for training. And ten of the students of the Sanawar Training Class for teachers, with Mr. Firth, the Master in charge, went on service to East Africa.

## Education of Muhammadans.

65. *Statistics.*—The following table shows the increase or decrease in the number of students of each community in public or recognised institutions for the year:—

| | *Muhammadans.* | *Hindus.* | *Sikhs.* |
|---|---|---|---|
| Primary Schools, boys ... | + 981 | + 4,632 | + 46 |
| Do. do. girls ... | + 653 | + 1,407 | + 15 |
| Secondary Schools, boys ... | + 1,003 | + 3,219 | + 32 |
| Do. do. girls ... | + 392 | + 1,250 | + 256 |
| Arts Colleges ... ... | + 91 | + 232 | + 73 |
| Training schools for teachers ... | + 19 | + 91 | − 10 |
| Technical and Industrial Schools (including the Mayo School of Art and the School of Engineering)... | + 119 | − 3 | + 7 |

In primary schools the increase of Muhammdan pupils has been comparatively small. In the Rawalpindi division there has been a drop of 1,607 in

the Muhammadan enrolment, due to war and plague; whereas in the Lahore division there have been increases of 1,028 Muhammadan and 411 Sikh pupils, compared with one of only 366 in the case of Hindus. This illustrates a point previously emphasised but frequently overlooked—that the question of promoting Muhammadan education varies in importance according to locality. Muhammadans in these schools now constitute 42·4 per cent. of the total of the three communities, and Sikhs 14·1 per cent. while, if the statistics of private schools are included, the proportion of Muhammadans is not far short of half.

In secondary schools the increase of Muhammadan pupils, though far in advance of that of the previous year, compares unfavourably with that of Hindus, and the Muhammadan percentage in the secondary stage—28·97 (High stage 24·53, Middle stage 30·17)—is still low. In the case of girls it is 10. The number of new Muhammadan secondary schools recently opened should effect a numerical improvement, provided that they do not merely fill their classes by drawing away Muhammadan pupils from other schools.

In Arts colleges the percentage of Muhammadan students rose from 21·3 to 21·6. There has been practically no increase in the number of Muhammadans attending the Law and Medical Colleges, but their strength has more than doubled in the Agricultural College. The majority of students in the Veterinary College, the Mayo School of Art, and the various industrial schools, are Muhammadans. In training schools for teachers they number about 40 per cent. and in the Central Training College and the School of Engineering nearly one-third of the total of the three communities.

The total number of Muhammadan scholars in all public institutions for males was 142,187, compared with 155,252 in the case of Hindus and 46,824 in that of Sikhs.

66. *Inspectors' reports.—Ambala.*—"The percentage of pupils under instruction to those of school-going age for different communities works out to 15·7 for Muhammadan males, 16·6 for Hindus and 19·8 for Sikhs. The corresponding figures for females are 1·8, 1·9 and 1·1, respectively. It is gratifying that in industrial schools the proportion of Muhammadans is 59 per cent. of the whole. The Muslim high schools at Ambala and Panipat, the Islamia middle school at Simla and the Anglo-vernacular primary schools at Kaithal, Rupar, Panipat and Sadhaura cater to their wants, besides board schools for girls and aided and unaided elementary schools in almost every important place. A boarding-house for Muhammadans is maintained at Rupar and others are in course of formation at Kharar and Rewari."

*Jullundur.*—"As a rule, Muhammadan children form a large number—in many cases the largest number—in the infant class, but this proportion fast decreases, especially in Anglo-vernacular schools, from class to class upwards until a small percentage is left in the highest class. This is said to be chiefly due to the growing poverty of Muhammadans as a community and to their unwillingness to enter the educational service as teachers in large numbers and the consequent paucity of Muhammadan teachers. In their own schools, too, they do not exhibit any great capacity for organization and management. They have now one high, four Anglo-vernacular middle, and three Anglo-vernacular primary schools in this division."

*Lahore.*—"There is at least one Islamia high school in each district. Besides these are two middle branches, one at Lahore and the other at Amritsar, one Anglo-vernacular middle school at Fatehgarh in the Gurdaspur district and one Anglo-vernacular primary school at Batala. All these schools avail themselves of the liberal grant-in-aid rules, and the amount of grants earned together with the income from tuition fees is in many cases their chief source of support. They are managed by the local Muslim associations and are much appreciated by the community. The percentage of Muhammadans is 36 in Anglo-vernacular, 45 in vernacular middle, 46 in primary, 56 in industrial schools and 59 in training classes. These figures require small comment. The more expensive the education the smaller is the number of Muhammadans. This state of things is not due to the old theory that Muhammadans are averse to western education. That poverty is the real cause that

stands in the way of Muhammadan advance in secondary education is proved by the fact that the number of Muhammadans in training classes and industrial schools, which cheaply and readily provide them with a means of livelihood, is larger than that of the other communities."

*Rawalpindi.*—"Taking together the figures for all kinds of schools (public and private), Hindus record an increase of 555 pupils, but Muhammadans and Sikhs a decrease of 386 and 153 pupils, respectively. Muhammadan and Sikh pupils in attendance at all kinds of schools for girls (public and private) taken together, as well as in public schools for girls taken alone, show a decrease; but the Hindus an increase in either case.

"Plague, famine and war are chiefly responsible for this drop in numbers. That Muhammadans generally live in rural areas and are mostly agriculturists and that, unlike the comparatively wealthier Hindu community, they and the Sikhs in several districts, particularly Jhelum, Gujrat and Rawalpindi, take to military service and have contributed their quota of recruits for the army, sufficiently explains why famine and war operated effectively in reducing the number of Muhammadan and Sikh pupils without affecting at all the Hindus in public schools.

"The Muslim Zamindar Association, Gujrat, as mentioned in last year's report, has established the well staffed and fairly well equipped Coldstream Muslim Zamindar High School at Gujrat. The Anjuman-i-Ulama, Gujrat, has opened an Anglo-vernacular primary school there, and the Anjuman-i-Islam, Rawalpindi, has started an elementary school at Jhanda about two miles from the town. Both these institutions were examined and brought on the list of aided schools. The flourishing O'Brien Islamia High School, Shahpur Sadr, and the middle department of the Islamia Vernacular Middle School, Dharyala Jalip, the only institution of its kind in the division, were brought on the aided list. The construction of a well-planned building for the former school has been taken in hand. A well-designed and well-situated hostel for the boarders of the Mamooji Islamia High School, Rawalpindi, now second to no local school in efficiency and good work, has almost reached completion."

*Multan.*—"The number of Muhammadan pupils in boys' schools of all kinds and grades has risen from 34,384 to 35,219, and is again greater than that of Hindus and Sikhs combined. This rate of progress compares very favourably with Sikh attendance, which shows a positive decline, but falls below the percentage of advance made by Hindus."

"Five high schools—two with unrecognised high departments—one Anglo-vernacular middle school and a large number of elementary schools are under Muhammadan management. Three independent hostels are also being maintained by Muhammadan enterprise. Every one of these institutions shows signs of growth. The high schools at Jhang and Multan are in a particularly flourishing condition."

67. *Measures of encouragement.*—Muhammadan education is, as before, promoted by special scholarships, fee-concessions in backward districts, special grants for the opening of schools in Muhammadan districts, liberal building grants for Muhammadan secondary schools, and such other means of encouragement as are feasible.

## Education of Low-Castes.

68. In the Ambala division the number of low-caste schools rose from 19 to 23, and of pupils from 574 to 659. Three schools are maintained by municipal committees in Rohtak, ten by the S. P. G. Mission, nine by Arya and Dev Samajs and one by Sikhs. The medium of instruction is generally Nagri. The number of low-caste children in ordinary schools increased to 315, of whom 180 were Chamars. In Jullundur there were six special schools for low-castes, and 603 low-caste pupils were studying in schools. The Inspector states that the low-caste schools were not doing well. In the Lahore division there were 46 schools in the Lahore district and ten in Sialkot. All the Lahore schools were conducted by American Missions, and six in Sialkot by the Arya Samaj for

Meghs. The total number of low-caste pupils was 1,020, of whom 745 were Christian converts. In Rawalpindi only one low-caste school, for Meghs, is recorded, but the number of low-castes attending ordinary schools rose to 56 (Sansis, sweepers, and Chamars). In Multan there are Christian Mission schools for Chuhras and Chamars in the Lyallpur district. The inspectors consider that the prejudice against low-caste children's attending ordinary schools is gradually dying out.

## The Punjab Text-Book Committee.

69. The Punjab Text-Book Committee now consists of the Director of Public Instruction as president, and 23 other members, representing, as far as possible, the different branches of educational work in schools. Mr. Tydeman, Headmaster of the Central Model School, is the secretary. There are eight sub-committees, and a local branch at Delhi.

The work of the Committee continued to expand, and the number of meetings increased. The Committee hold the copyright of 179 publications: of six books added, three were in Punjabi. Hindi and Punjabi versions of Dr. Staley's *Lessons on Health and Disease* and a revised version of *Life, Light and Cleanliness* were prepared. The production of a manual of physical exercises for girls and of an Urdu version of *The Child's World in Pictures* has been delayed by difficulty in getting illustrations printed. Work undertaken and comp'eted during the year included a revision of *Ilm-ut-T'alim*, the preparation of a new Anglo-Arabic Grammar, and the final revision of the *Seventh Town School Reader*, one of an up-to-date and interesting set of Urdu Readers which will prove a great advance on the old series. Coloured illustrations are being produced for some of the Committee's publications.

During the year under review the sum of Rs. 10,620 was spent on books and periodicals for presentation to schools. The periodicals *Phool*, *Kisan*, and *Raushni* were patronised to the same extent as in the previous year, *viz.*, *Phool*, 1,500 copies weekly to selected primary schools, *Kisan*, 500 copies monthly to selected middle and primary schools, and *Raushni*, 226 copies monthly to middle schools. This year the Committee extended its patronage to the journal *Makhzan*, 200 copies monthly being distributed among middle schools. The expenditure on account of this periodical literature amounted to Rs. 6,632. The libraries of vernacular middle schools received during the year 2,903 volumes at a cost of Rs. 1,757, while 1,837 volumes were presented to other schools, at a cost of Rs. 1,788.

It may also be recorded that the Committee distributed at a cost of Rs. 153 to district officers 560 copies of its publication *Life, Light and Cleanliness* with a view to bringing the book and its teaching to the notice of lambardars and other village officials who might be in a position to encourage the diffusion of sanitary and hygienic literature in rural areas. The Committee took the opportunity of diseminating information about the war by presenting to educational institutions a number of books on this subject. Pandit Balak Ram Pandya generously made over to the Committee at cost price an illustrated Hindi edition of 1,900 copies of his book, *The Great War*, which were distributed through the medium of divisional inspectors, and there were also presented to schools copies of Rai Bahadur K. B. Thapar's translation of Ramsay Muir's *Britain's Case Against Germany* and facsimile reproductions of *The Scrap of Paper*.

Healthy literature in the vernacular was encouraged as in previous years by rewards. The Committee possesses a large and valuable library of educational works, and a trained librarian has been appointed to reclassify it and prepare a card catalogue.

The year opened with a balance of Rs. 41,000. Receipts were Rs. 22,853 and disbursements Rs. 22,194, leaving a balance of Rs. 41,663 at the close of the year.

J. C. GODLEY,

*Director of Public Instruction, Punjab.*

# EDUCATION—GENERAL TABLE I.

## ABSTRACT RETURN OF COLLEGES, SCHOOLS AND SCHOLARS IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1915-16.

*(For details see General Table III.)*

| AREA AND POPULATION. | | | Institutions and Scholars. | PUBLIC INSTITUTIONS. | | | | | | | | PRIVATE INSTITUTIONS. | | GRAND TOTAL. | PERCENTAGE OF |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | COLLEGIATE EDUCATION. | | SCHOOL EDUCATION, GENERAL. | | | SCHOOL EDUCATION, SPECIAL. | | | | | | |
| | | | | | | | *Primary Schools.* | | | | | | | | |
| Total area in square miles. | Number of towns and villages. | Population. | | Arts Colleges. | Professional Colleges. | Secondary Schools. | Upper Primary Schools. | Lower Primary Schools. | Training Schools. | All other Special Schools. | Total of Public Institutions. | Advanced. | Elementary. | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 99,251 | Towns ... 136<br>Villages ... 33,085<br>Total ... 33,221 | Males ... 10,770,705<br>Females 8,807,254<br>Total ... 19,577,959 | Institutions ... For Males ... | 9 | 6 | 413 | 4,034 | 723 | 24 | 37 | 5,246 | 192 | 2,067 | 7,505 | Institutions to number of towns and villages. 22·59 |
| | | | Institutions ... For Females ... | 1 | 1 | 71 | 768 | 154 | 10 | 5 | 1,010 | 1 | 862 | 1,873 | Institutions to number of towns and villages. 5·64 |
| | | | Total ... | 10 | 7 | 484 | 4,802 | 877 | 34 | 42 | 6,256 | 193 | 2,929 | 9,378 | 28·23 |
| | | | Scholars ... Males ... | 3,873 | 921 | 107,390 | 203,286 | 30,906 | 960 | 3,339 | 350,675 | 3,228 | 40,402 | 394,305 | Male scholars to male population of school-going age. 24·40 |
| | | | Scholars ... Females ... | 20 | 39 | 10,272 | 34,937 | 6,224 | 229 | 557 | 52,278 | 28 | 16,546 | 68,852 | Female scholars to female population of school-going age. 5·21 |
| | | | Total ... | 3,893 | 960 | 117,662 | 238,223 | 37,130 | 1,189 | 3,896 | 402,953 | 3,256 | 56,948 | 463,157 | 15·77 |

ABSTRACT RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

(*For details, see*

| | TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION. | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | COLLEGIATE EDUCATION. | | SCHOOL EDUCATION, GENERAL. | | | SCHOOL EDUCATION, SPECIAL. | | |
| | | | | *Primary Schools.* | | | | |
| | Arts Colleges. | Professional Colleges. | Secondary Schools. | Upper Primary Schools. | Lower Primary Schools. | Training Schools. | All other Special Schools. | Total. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 1. *Institutions.* For Males ... | Rs. 5,72,523 | Rs. 4,63,906 | Rs. 27,20,713 | Rs. 13,07,742 | Rs. 2,06,238 | Rs. 1,40,556 | Rs. 2,47,203 | Rs. 56,58,881 |
| For Females .. | 4,380 | 14,938 | 3,73,541 | 3,22,965 | 49,450 | 30,058 | 73,414 | 8,68,746 |
| Total ... | 5,76,903 | 4,78,844 | 30,94,254 | 16,30,707 | 2,55,688 | 1,70,614 | 3,20,617 | 65,27,627 |
| 2. (*a*)—Percentages of Provincial Expenditure included in columns 2—17 to total Provincial Expenditure on Public Instruction ... | 6·78 | 10·51 | 19·27 | ·85 | ·08 | 3·96 | 5·67 | 47·12 |
| (*b*)—Percentages of Local Fund expenditure included in columns 2—17 to total Local Fund expenditure on Public Instruction ... | ·01 | ·08 | 12·50 | 44·78 | 3·93 | ·60 | 1·22 | 63·11 |
| (*c*)—Percentages of Municipal expenditure included in columns 2—17 to total Municipal expenditure on Public Instruction ... | ·16 | ·19 | 36·89 | 20·44 | 17·10 | ·31 | 3·93 | 79·02 |
| (*d*)—Percentages of total expenditure in columns 2—17 to total expenditure on Public Instruction ... | 5·14 | 4·27 | 27·59 | 14·54 | 2·28 | 1·52 | 2·85 | 58·19 |
| 3. Average annual cost of educating each pupil in— | | | | | | | | |
| *Government Institutions.* Cost to Provincial Revenues ... | 175 11 1 | 478 0 1 | 21 4 6 | 11 13 7 | 18 5 10 | 159 9 6 | 116 0 8 | 57 15 3 |
| Cost to Local and Municipal Funds | ... | 4 6 11 | 0 0 5 | ... | ... | ... | 0 2 11 | 0 3 6 |
| Total Cost ... | 277 6 1 | 589 6 11 | 51 1 4 | 18 7 6 | 20 5 3 | 159 9 6 | 128 10 2 | 89 7 5 |
| *Local Fund Schools.* Cost to Provincial Revenues ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Cost to Local Funds ... | ... | ... | 8 4 10 | 7 3 2 | 7 10 11 | 125 7 3 | 35 15 11 | 7 10 0 |
| Total Cost ... | ... | ... | 14 6 1 | 7 11 4 | 8 1 10 | 125 8 1 | 37 2 5 | 9 2 2 |
| *Municipal Schools.* Cost to Provincial Revenues ... | ... | ... | ... | ... | ... | 35 2 2 | ... | 0 0 4 |
| Cost to Municipal Funds ... | ... | ... | 7 12 8 | 9 6 0 | 8 7 11 | 82 5 1 | 24 10 10 | 8 13 10 |
| Total Cost ... | ... | ... | 19 3 0 | 10 11 9 | 9 4 2 | 117 7 3 | 26 6 3 | 14 3 0 |
| *Aided Institutions.* Cost to Provincial Revenues ... | 89 15 10 | 268 3 9 | 8 11 4 | 0 5 6 | 0 0 10 | 24 7 2 | 65 6 7 | 5 7 11 |
| Cost to Local and Municipal Funds | 0 13 3 | ... | 2 11 1 | 3 5 8 | 3 5 0 | 3 2 10 | 7 6 10 | 3 1 3 |
| Total Cost ... | 222 13 5 | 439 5 8 | 31 5 9 | 5 12 4 | 5 13 10 | 97 13 8 | 129 2 7 | 20 3 2 |
| *Unaided Institutions*—Total Cost | 60 1 6 | 128 11 9 | 22 4 7 | 4 3 3 | 2 6 9 | 14 6 5 | 25 10 10 | 18 3 11 |
| *All Institutions.* Cost to Provincial Revenues ... | 69 14 0 | 387 7 7 | 5 11 4 | 0 2 2 | 0 1 4 | 116 5 8 | 52 0 6 | 4 4 7 |
| Cost to Local and Municipal Funds | 0 6 0 | 3 8 0 | 4 13 1 | 6 2 2 | 6 3 8 | 15 11 1 | 15 1 3 | 5 12 9 |
| Total Cost ... | 169 10 0 | 504 0 9 | 26 2 9 | 7 4 9 | 7 8 4 | 143 2 1 | 84 1 0 | 16 15 3 |

# RAL TABLE II.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1915-16.

*General Table IV.*)

| TOTAL INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION. | | | | | | | | Total expenditure on Public Instruction. | Remarks. |
|---|---|---|---|---|---|---|---|---|---|
| University. | Direction. | Inspection. | Scholarships. | Buildings. | Special Grants for furniture and apparatus. | Miscellaneous. | Total. | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | |
| 2,78,624 | 78,409 | 3,88,161 | 2,93,707 | 23,36,307 | 2,09,066 | 11,04,864 | 46,89,138 | 1,12,16,765 | |
| 2,78,624 | 78,409 | 3,88,161 | 2,93,707 | 23,36,307 | 2,09,066 | 11,04,864 | 46,89,138 | 1,12,16,765 | |
| ·30 | 2·24 | 9·38 | 3·49 | 30·11 | 1·53 | 5·83 | 52·88 | 100 | |
| ... | ... | 1·93 | 3·16 | 26·87 | 2·19 | 2·74 | 36·89 | 100 | |
| ... | ... | ·99 | 3·60 | 10·52 | 2·28 | 3·59 | 20·98 | 100 | |
| 2·49 | ·70 | 3·46 | 2·62 | 20·83 | 1·86 | 9·85 | 41·81 | 100 | |

# EDUCATION—GENE

## RETURN OF COLLEGES, SCHOOLS AND SCHOLARS

| CLASS OF INSTITUTIONS. | | | PUBLIC IN | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | UNDER PUBLIC MANAGEMENT. | | | | | | | |
| | | | *Managed by Government.* | | | | *Managed by District or Municipal Boards.* | | | |
| | | | Number of Institutions. | Number of Scholars on the rolls on 31st March. | Average number on the rolls monthly during the year. | Average daily attendance. | Number of Institutions. | Number of Scholars on the rolls on 31st March. | Average number on the rolls monthly during the year. | Average daily attendance. |
| 1 | | | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | ARTS COLLEGES. | | | | | | | | | |
| *Collegiate Education.* | English | Males | 1 | 584 | 570 | 492 | ... | ... | ... | ... |
| | | Females | ... | ... | ... | ... | ... | ... | ... | ... |
| | Oriental | | ... | ... | ... | ... | ... | ... | ... | ... |
| | COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING. | | | | | | | | | |
| | Law | | ... | ... | ... | ... | ... | ... | ... | ... |
| | Medicine | | 1 | 176 | 185 | 178 | ... | ... | ... | ... |
| | Engineering | | ... | ... | ... | ... | ... | ... | ... | ... |
| | Teaching | Males | 2 | 311 | 312 | 305 | ... | ... | ... | ... |
| | | Females | ... | ... | ... | ... | ... | ... | ... | ... |
| | Agriculture | | 1 | 83 | 59 | 57 | ... | ... | ... | ... |
| | Veterinary | | 1 | 190 | 195 | 187 | ... | ... | ... | ... |
| | | Total | 6 | 1,347 | 1,321 | 1,219 | ... | ... | ... | ... |
| | SECONDARY SCHOOLS. | | | | | | | | | |
| *School Education, General.* | For Boys — High Schools | | 31 | 12,194 | 12,595 | 11,457 | 13 | 4,310 | 4,517 | 4,010 |
| | For Boys — Middle Schools | English | ... | ... | ... | ... | 67 | 15,727 | 15,505 | 13,737 |
| | | Vernacular | ... | ... | ... | ... | 145 | 26,989 | 27,878 | 24,309 |
| | For Girls — High Schools | | 4 | 908 | 851 | 735 | ... | ... | ... | ... |
| | For Girls — Middle Schools | English | ... | ... | ... | ... | ... | ... | ... | ... |
| | | Vernacular | ... | ... | ... | ... | 16 | 2,671 | 2,492 | 1,934 |
| | | Total | 35 | 13,102 | 13,446 | 12,192 | 241 | 49,697 | 50,392 | 43,990 |
| | PRIMARY SCHOOLS. | | | | | | | | | |
| | For Boys — Upper Primary Schools | | 6 | 977 | 927 | 817 | 2,853 | 151,880 | 142,098 | 124,479 |
| | For Boys — Lower " " | | 2 | 150 | 126 | 103 | 450 | 20,981 | 18,901 | 15,955 |
| | For Girls — Upper Primary Schools | | ... | ... | ... | ... | 505 | 21,484 | 19,935 | 16,409 |
| | For Girls — Lower " " | | ... | ... | ... | ... | 79 | 3,951 | 3,704 | 2,796 |
| | | Total | 8 | 1,127 | 1,053 | 923 | 3,887 | 198,296 | 184,638 | 159,639 |
| | SCHOOLS FOR SPECIAL INSTRUCTION. | | | | | | | | | |
| *School Education, Special.* | Training Schools for Masters | | 11 | 727 | 734 | 717 | 8 | 132 | 130 | 127 |
| | " " for Mistresses | | 1 | 101 | 102 | 93 | 2 | 26 | 22 | 21 |
| | Schools of Art | | 1 | 261 | 266 | 226 | ... | ... | ... | ... |
| | Law Schools | | ... | ... | ... | ... | ... | ... | ... | ... |
| | Medical Schools | | 1 | 255 | 257 | 248 | ... | ... | ... | ... |
| | Engineering and Surveying Schools | | 1 | 97 | 93 | 92 | ... | ... | ... | ... |
| | Technical and Industrial Schools | | 1 | 421 | 427 | 374 | 22 | 1,763 | 1,686 | 1,451 |
| | Commercial Schools | | 1 | 40 | 45 | 40 | ... | ... | ... | ... |
| | Agricultural Schools | | ... | ... | ... | ... | ... | ... | ... | ... |
| | Reformatory Schools | | 1 | 141 | 146 | 138 | ... | ... | ... | ... |
| | Other Schools | | 1 | 17 | 18 | 15 | ... | ... | ... | ... |
| | | Total | 19 | 2,060 | 2,098 | 1,943 | 32 | 1,921 | 1,838 | 1,599 |
| TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION | | | 68 | 17,636 | 17,918 | 16,277 | 4,160 | 249,914 | 236,868 | 205,228 |
| | PRIVATE INSTITUTIONS. | | | | | | | | | |
| 1.—*Advanced Teaching*— | | | | | | | | | | |
| (*a*) Arabic or Persian | | | | | | | | | | |
| (*b*) Sanskrit | | | | | | | | | | |
| (*c*) Any other Oriental Classic | | | | | | | | | | |
| 2. *Elementary teaching a Vernacular only or mainly* | | | | | | | | | | |
| 3. *Elementary teaching the Quran, Shastras or other religious Books by rote* | | | | | | | | | | |
| 4. *Other schools not conforming to departmental standard* | | | | | | | | | | |

# RAL TABLE III.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1915-16.

| STITUTIONS | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Under Private Management. | | | | | | | | Grand Total of Public Institutions. | Grand Total of Scholars on the 31st March. | Number of Scholars on the 31st March Learning | | | Classification of Scholars on the 31st of March according to Race or Creed | | | |
| *Aided by Government or by District or Municipal Boards.* | | | | *Unaided.* | | | | | | | | | | | *Hindus.* | |
| Number of Institutions. | Number of Scholars on the rolls on 31st March. | Average number on the rolls monthly during the year. | Average daily attendance. | Number of Institutions. | Number of Scholars on the rolls on 31st March. | Average number on the rolls monthly during the year. | Average daily attendance. | | | English. | A Classical Language. | A Vernacular Language. | Europeans and Eurasians. | Indian Christians. | Brahmans. | Non-Brahmans. |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 5 | 1,664 | 1,401 | 1,330 | 2 | 1,502 | 1,303 | 1,144 | 8 | 3,750 | 3,695 | 1,621 | 156 | 8 | 31 | 619 | 1,814 |
| 1 | 13 | 11 | 11 | ... | ... | ... | ... | 1 | 13 | 13 | ... | 13 | ... | 10 | ... | 2 |
| 1 | 130 | 116 | 97 | ... | ... | ... | ... | 1 | 130 | 125 | 121 | 2 | ... | 1 | 81 | 4 |
| ... | ... | ... | ... | 1 | 159 | 165 | 125 | 1 | 159 | ... | ... | ... | ... | 1 | 13 | 115 |
| ... | ... | ... | ... | ... | ... | ... | ... | 1 | 176 | ... | ... | ... | ... | 1 | 15 | 105 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | 2 | 311 | 228 | ... | 93 | 20 | 8 | 36 | 118 |
| 1 | 38 | 34 | 34 | ... | ... | ... | ... | 1 | 38 | 38 | 26 | 12 | 38 | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | 1 | 86 | ... | ... | ... | 3 | 2 | ... | 33 |
| ... | ... | ... | ... | ... | ... | ... | ... | 1 | 190 | ... | ... | ... | ... | ... | ... | 30 |
| 8 | 1,845 | 1,562 | 1,472 | 3 | 1,661 | 1,468 | 1,269 | 17 | 4,853 | 4,099 | 1,768 | 276 | 69 | 54 | 764 | 2,221 |
| 72 | 29,224 | 29,134 | 26,335 | 14 | 5,383 | 5,446 | 4,702 | 130 | 51,111 | 39,730 | 23,735 | 47,154 | 662 | 451 | 4,943 | 21,751 |
| 45 | 8,959 | 8,684 | 7,739 | 23 | 3,698 | 3,647 | 3,064 | 135 | 28,384 | 17,469 | 8,414 | 27,835 | 259 | 255 | 2,858 | 11,264 |
| 3 | 716 | 699 | 624 | ... | .. | ... | ... | 148 | 27,705 | 31 | 6,680 | 27,705 | ... | 444 | 3,057 | 10,173 |
| 13 | 1,455 | 1,513 | 1,274 | 1 | 240 | 265 | 209 | 18 | 2,603 | 1,633 | 333 | 1,971 | 934 | 276 | 80 | 696 |
| 11 | 746 | 766 | 677 | 3 | 317 | 283 | 219 | 14 | 1,063 | 768 | 25 | 594 | 559 | 148 | 17 | 50 |
| 22 | 4,024 | 3,859 | 2,847 | 1 | 101 | 97 | 48 | 39 | 6,796 | 144 | 640 | 6,758 | ... | 244 | 487 | 4,210 |
| 166 | 45,124 | 44,655 | 39,496 | 42 | 9,739 | 9,738 | 8,242 | 484 | 117,662 | 59,775 | 39,827 | 112,017 | 2,414 | 1,818 | 11,442 | 48,144 |
| 1,050 | 45,861 | 43,890 | 39,096 | 125 | 5,110 | 4,457 | 4,034 | 4,034 | 203,828 | 2,112 | 1,890 | 203,774 | 53 | 1,953 | 18,864 | 63,771 |
| 198 | 7,494 | 7,193 | 6,205 | 73 | 2,309 | 1,988 | 1,710 | 723 | 30,934 | 5 | 257 | 30,906 | ... | 204 | 2,737 | 11,257 |
| 242 | 12,141 | 11,464 | 9,281 | 21 | 770 | 658 | 648 | 768 | 34,395 | 205 | 1,761 | 33,973 | 138 | 838 | 2,884 | 14,815 |
| 51 | 1,536 | 1,488 | 1,174 | 24 | 709 | 589 | 465 | 154 | 6,196 | 7 | 101 | 6,194 | ... | 134 | 429 | 2,567 |
| 1,541 | 67,032 | 64,035 | 55,756 | 243 | 8,898 | 7,692 | 6,857 | 5,679 | 275,353 | 2,329 | 4,009 | 274,847 | 197 | 3,129 | 24,914 | 92,410 |
| 4 | 81 | 81 | 78 | 1 | 20 | 20 | 18 | 24 | 960 | 99 | 193 | 861 | ... | 30 | 187 | 291 |
| 7 | 102 | 103 | 98 | . | ... | ... | ... | 10 | 229 | 16 | 106 | 229 | ... | 83 | 13 | 65 |
| ... | ... | ... | ... | ... | ... | ... | ... | 1 | 261 | ... | ... | ... | ... | 6 | 13 | 70 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| 1 | 126 | 121 | 115 | 2 | 71 | 71 | 59 | 4 | 452 | ... | ... | ... | 10 | 91 | 44 | 125 |
| ... | .. | ... | ... | ... | ... | ... | ... | 1 | 97 | ... | ... | ... | ... | 1 | 9 | 33 |
| 7 | 585 | 563 | 539 | ... | ... | ... | ... | 30 | 2,769 | 145 | ... | 2,568 | ... | 332 | 130 | 672 |
| ... | ... | ... | ... | ... | ... | ... | ... | 1 | 40 | 40 | .... | 10 | ... | 1 | 7 | 13 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | 1 | 141 | ... | ... | 141 | ... | 1 | 8 | 48 |
| 3 | 119 | 111 | 91 | ... | ... | ... | ... | 4 | 136 | 30 | ... | 19 | 42 | 23 | 11 | 33 |
| 22 | 1,013 | 979 | 921 | 3 | 91 | 91 | 77 | 76 | 5,085 | 330 | 299 | 3,828 | 52 | 563 | 422 | 1,350 |
| 1,737 | 115,014 | 111,231 | 97,645 | 291 | 20,389 | 18,989 | 16,445 | 6,256 | 402,953 | 66,533 | 45,903 | 390,968 | 2,732 | 5,569 | 37,542 | 144,125 |
| ... | ... | ... | For Boys | ... | ... | 124 | 1,761 | ... | 1,628 | 180 | ... | ... | 1 | 26 | | |
| | | | For Girls | ... | ... | 1 | 20 | ... | 20 | ... | ... | ... | ... | ... | | |
| ... | ... | ... | ... | ... | ... | 68 | 1,475 | ... | 1,400 | 75 | ... | ... | 1,179 | 251 | | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | | |
| ... | ... | ... | For Boys | ... | ... | 573 | 15,137 | 9 | 498 | 14,903 | ... | 74 | 1,578 | 8,795 | | |
| | | | For Girls | ... | ... | 81 | 1,907 | ... | 81 | 1,888 | ... | 98 | 216 | 914 | | |
| ... | ... | ... | For Boys. | ... | ... | 1,457 | 23,312 | ... | 23,191 | 1,367 | ... | ... | 204 | 315 | | |
| | | | For Girls | ... | ... | 755 | 11,144 | ... | 11,079 | 459 | ... | ... | 89 | 207 | | |
| ... | ... | ... | For Boys | ... | ... | 37 | 2 942 | 1,202 | 358 | 2,569 | ... | 9 | 425 | 1,288 | | |
| | | | For Girls | ... | ... | 26 | 2,506 | 291 | 233 | 2,105 | 51 | 539 | 156 | 766 | | |
| | | | Total | ... | ... | 3,122 | 60,204 | 1,502 | 38,788 | 23,546 | 51 | 720 | 3,848 | 12,562 | | |
| | | | Grand Total | ... | ... | 9,378 | 463,157 | 68,035 | 84,691 | 414,514 | 2,783 | 6,289 | 41,390 | 156,687 | | |

# EDUCATION—GENERAL TABLE III—*concluded.*

RETURN OF COLLEGES, SCHOOLS AND SCHOLARS IN THE PUNJAB FOR THE OFFICIAL YEAR 1915-16.

| CLASS OF INSTITUTIONS. | | | | Classification of Scholars on the 31st of March according to Race or Creed—concluded. | | | | | Number of Girls in Boys' Schools. | Number of Boys in Girls' Schools. | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Sikhs. | Muhammadans. | Buddhists. | Parsis. | Others. | | | |
| 1 | | | | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 |
| **Arts Colleges.** | | | | | | | | | | | |
| *Collegiate Education.* | English | Males | | 471 | 799 | ... | 1 | 7 | 7 | ... | |
| | | Females | | 1 | ... | ... | ... | ... | ... | ... | |
| | Oriental | | | 2 | 42 | ... | ... | ... | ... | ... | |
| **Colleges or Departments of Colleges for Professional Training.** | | | | | | | | | | | |
| | Law | | | 12 | 18 | ... | ... | ... | ... | ... | |
| | Medicine | | | 37 | 18 | ... | ... | ... | ... | ... | |
| | Engineering | | | ... | ... | ... | ... | ... | ... | ... | |
| | Teaching | Males | | 36 | 93 | ... | ... | ... | 1 | ... | |
| | | Females | | ... | ... | ... | ... | ... | ... | ... | |
| | Agriculture | | | 29 | 19 | ... | ... | ... | ... | ... | |
| | Veterinary | | | 42 | 118 | ... | ... | ... | ... | ... | |
| | | | Total | 630 | 1,107 | ... | 1 | 7 | 8 | ... | |
| **Secondary Schools.** | | | | | | | | | | | |
| *School Education, General.* | For Boys | High Schools | | 6,905 | 16,287 | 5 | 25 | 82 | 2 | ... | |
| | | Middle Schools | English | 3,971 | 9,711 | ... | 4 | 62 | 54 | ... | |
| | | | Vernacular | 3,371 | 10,580 | ... | ... | 80 | 2 | ... | |
| | For Girls | High Schools | | 312 | 234 | ... | 20 | 1 | ... | 152 | |
| | | Middle Schools | English | 110 | 155 | ... | 23 | 1 | ... | 96 | |
| | | | Vernacular | 1,093 | 749 | ... | 4 | 9 | ... | ... | |
| | | | Total | 15,762 | 37,766 | 5 | 76 | 235 | 58 | 248 | |
| **Primary Schools.** | | | | | | | | | | | |
| | For Boys | Upper Primary Schools | | 28,513 | 89,064 | 22 | ... | 1,582 | 776 | ... | |
| | | Lower ,, ,, | | 3,018 | 13,408 | ... | ... | 310 | 56 | ... | |
| | For Girls | Upper Primary Schools | | 5,855 | 9,821 | ... | 2 | 42 | ... | 234 | |
| | | Lower ,, ,, | | 792 | 2,268 | ... | ... | 6 | ... | 23 | |
| | | | Total | 38,178 | 114,561 | 22 | 2 | 1,940 | 832 | 262 | |
| **Schools for Special Instruction.** | | | | | | | | | | | |
| *School Education, Special.* | Training Schools for Masters | | | 79 | 373 | ... | ... | ... | ... | ... | |
| | ,, ,, for Mistresses | | | 17 | 49 | ... | ... | 2 | ... | ... | |
| | Schools of Art | | | 22 | 150 | ... | ... | ... | ... | ... | |
| | Law Schools | | | ... | ... | ... | ... | ... | ... | ... | |
| | Medical Schools | | | — | 60 | 121 | ... | 1 | ... | ... | ... |
| | Engineering and Surveying Schools | | | 23 | 31 | ... | ... | ... | ... | ... | |
| | Technical and Industrial Schools | | | 228 | 1,283 | ... | ... | 124 | ... | ... | |
| | Commercial Schools | | | 5 | 14 | ... | ... | ... | ... | ... | |
| | Agricultural Schools | | | ... | ... | ... | ... | ... | ... | ... | |
| | Reformatory Schools | | | 4 | 62 | ... | ... | 18 | ... | ... | |
| | Other Schools | | | 5 | 17 | ... | 4 | 1 | ... | ... | |
| | | | Total | 443 | 2,100 | ... | 5 | 145 | ... | ... | |
| Total of Colleges and Schools of Public Instruction | | | | 55,013 | 155,534 | 27 | 84 | 2,327 | 898 | 510 | |
| **Private Institutions.** | | | | | | | | | | | |
| 1. *Advanced Teaching*— | | | | | | | | | | | |
| (*a*) Arabic or Persian | | | For Boys | 1 | 1,733 | ... | ... | ... | 11 | ... | |
| | | | For Girls | ... | 20 | ... | ... | ... | ... | 8 | |
| (*b*) Sanskrit | | | | 42 | ... | ... | ... | 3 | 5 | ... | |
| (*c*) Any other Oriental Classic | | | | ... | ... | ... | ... | ... | ... | ... | |
| 2. *Elementary teaching a Vernacular only or mainly.* | | | For Boys | 2,507 | 2,112 | ... | ... | 71 | 300 | ... | |
| | | | For Girls | 353 | 324 | ... | ... | 2 | ... | 87 | |
| 3. *Elementary teaching the Quran, Shastras or other religious Books by rote.* | | | For Boys | 26 | 22,753 | ... | ... | 14 | 2,069 | ... | |
| | | | For Girls | 1 | 10,847 | ... | ... | ... | ... | 1,266 | |
| 4. *Other Schools not conforming to Departmental Standard.* | | | For Boys | 539 | 670 | ... | ... | 11 | ... | ... | |
| | | | For Girls | 264 | 717 | ... | 4 | 9 | ... | 27 | |
| | | | Total | 3,733 | 39,176 | ... | 4 | 110 | 2,385 | 1,388 | |
| | | | Grand Total | 58,746 | 194,710 | 27 | 88 | 2,437 | 3,283 | 1,898 | |

# EDUCATION—GENERAL TABLE III (A).

NUMBER OF SCHOLARS IN THE PUNJAB ON THE 31ST MARCH, CLASSIFIED ACCORDING TO SEX, RACE OR CREED, FOR THE OFFICIAL YEAR 1915-16.

| | | Europeans and Eurasians. | Indian Christians. | Hindus. | | Sikhs. | Muhammadans. | Buddhists. | Parsis. | Others. | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Brahmans. | Non-Brahmans. | | | | | | |
| 1 | | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| **Collegiate Education—** | | | | | | | | | | | |
| *Arts Colleges—* | | | | | | | | | | | |
| English ... | Male | 6 | 30 | 617 | 1,812 | 471 | 799 | ... | 1 | 7 | |
| | Female | 2 | 11 | 2 | 4 | 1 | ... | ... | ... | ... | |
| Oriental ... | Male | ... | 1 | 81 | 4 | 2 | 42 | ... | ... | ... | |
| | Female | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| *Colleges for professional training—* | | | | | | | | | | | |
| Law ... | Male | ... | 1 | 13 | 115 | 12 | 18 | | ... | ... | |
| | Female | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Medicine ... | Male | ... | 1 | 15 | 105 | 37 | 18 | ... | ... | ... | |
| | Female | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Engineering ... | Male | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| | Female | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Teaching ... | Male | 20 | 7 | 36 | 118 | 36 | 93 | ... | ... | ... | |
| | Female | 38 | 1 | ... | ... | ... | ... | ... | ... | ... | |
| Agriculture .. | Male | 3 | 2 | ... | 33 | 29 | 19 | | | ... | |
| | Female | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Veterinary ... | Male | ... | ... | ... | 30 | 42 | 118 | ... | ... | ... | |
| | Female | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| | Total | 69 | 54 | 764 | 2,221 | 630 | 1,107 | ... | 1 | 7 | |
| **School Education—General—** | | | | | | | | | | | |
| *Secondary Schools—* | | | | | | | | | | | |
| For Boys— | | | | | | | | | | | |
| High Schools ... | Male | 660 | 451 | 4,943 | 21,751 | 6,905 | 16,287 | 5 | 25 | 82 | |
| | Female | 2 | ... | ... | ... | ... | ... | ... | ... | ... | |
| Middle Schools— | | | | | | | | | | | |
| English ... ... | Male | 210 | 252 | 2,858 | 11,264 | 3,971 | 9,709 | ... | 4 | 62 | |
| | Female | 49 | 3 | ... | ... | ... | 2 | ... | ... | ... | |
| Vernacular ... | Male | ... | 444 | 3,056 | 10,173 | 3,371 | 10,579 | ... | ... | 80 | |
| | Female | ... | ... | 1 | ... | ... | 1 | ... | ... | ... | |
| For Girls— | | | | | | | | | | | |
| High Schools ... | Male | 136 | 5 | 1 | 3 | 6 | ... | ... | 1 | ... | |
| | Female | 798 | 271 | 79 | 693 | 306 | 284 | ... | 19 | 1 | |
| Middle Schools— | | | | | | | | | | | |
| English ... ... | Male | 58 | ... | ... | 1 | ... | ... | ... | 7 | ... | |
| | Female | 471 | 148 | 17 | 49 | 110 | 155 | ... | 16 | 1 | |
| Vernacular ... | Male | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| | Female | ... | 244 | 487 | 4,210 | 1,093 | 749 | ... | 4 | 9 | |
| | Total | 2,414 | 1,818 | 11,442 | 43,144 | 15,762 | 37,766 | 5 | 76 | 235 | |
| *Primary Schools—* | | | | | | | | | | | |
| For Boys— | | | | | | | | | | | |
| Upper Primary ... | Male | 38 | 1,947 | 18,806 | 63,581 | 28,469 | 88,627 | 22 | ... | 1,562 | |
| | Female | 21 | 6 | 58 | 190 | 44 | 437 | ... | ... | 20 | |
| Lower Primary ... | Male | ... | 204 | 2,721 | 11,224 | 3,018 | 13,402 | ... | ... | 309 | |
| | Female | ... | ... | 16 | 33 | ... | 6 | ... | ... | 1 | |
| For Girls— | | | | | | | | | | | |
| Upper Primary ... | Male | 65 | 6 | 26 | 63 | 14 | 58 | ... | 2 | ... | |
| | Female | 73 | 832 | 2,858 | 14,752 | 5,841 | 9,763 | ... | ... | 42 | |
| Lower Primary ... | Male | ... | ... | 13 | 15 | ... | ... | ... | ... | ... | |
| | Female | ... | 134 | 416 | 2,552 | 792 | 2,268 | ... | ... | 6 | |
| | Total | 197 | 3,129 | 24,914 | 92,410 | 38,178 | 114,561 | 22 | 2 | 1,940 | |

# EDUCATION—GENERAL TABLE III (A)—*concluded.*

NUMBER OF SCHOLARS IN THE PUNJAB ON THE 31ST MARCH, CLASSIFIED ACCORDING TO SEX, RACE OR CREED, FOR THE OFFICIAL YEAR 1915-16.

| | | Europeans and Eurasians. | Indian Christians. | Hindus. | | Sikhs. | Muhammadans. | Buddhists. | Parsis. | Others. | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Brahmans. | Non-Brahmans. | | | | | | |
| 1 | | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| SCHOOL EDUCATION—SPECIAL—*Schools for Special Instruction.* | | | | | | | | | | | |
| Training Schools | Male | ... | ... | 30 | 187 | 291 | 79 | 373 | ... | ... | ... | |
| | Female | ... | ... | 83 | 13 | 65 | 17 | 49 | ... | ... | 2 | |
| Schools of Art | Male | ... | ... | 6 | 13 | 70 | 22 | 150 | ... | ... | ... | |
| | Female | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Law Schools | Male | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| | Female | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Medical Schools | Male | ... | ... | 1 | 44 | 121 | 59 | 101 | ... | ... | ... | |
| | Female | ... | 10 | 90 | ... | 4 | 1 | 20 | ... | 1 | ... | |
| Engineering and Surveying Schools. | Male | ... | ... | 1 | 9 | 33 | 23 | 31 | ... | ... | ... | |
| | Female | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Industrial Schools | Male | ... | ... | 57 | 119 | 588 | 220 | 1,282 | ... | ... | 123 | |
| | Female | ... | ... | 275 | 11 | 84 | 8 | 1 | ... | ... | 1 | |
| Clerical and Commercial Schools. | Male | ... | ... | 1 | 7 | 13 | 5 | 14 | ... | ... | ... | |
| | Female | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Reformatory Schools | Male | ... | ... | 1 | 8 | 48 | 4 | 62 | ... | ... | 18 | |
| | Female | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Other Schools | Male | ... | 1 | 17 | 11 | 32 | 5 | 17 | ... | 1 | 1 | |
| | Female | ... | 41 | 6 | ... | 1 | ... | ... | ... | 3 | ... | |
| | Total | ... | 52 | 568 | 422 | 1,350 | 443 | 2,100 | ... | 5 | 145 | |
| TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION. | | | 2,732 | 5,569 | 37,542 | 1,44,125 | 55,013 | 1,55,534 | 27 | 84 | 2,327 | |
| PRIVATE INSTITUTIONS— | | | | | | | | | | | | |
| 1. ADVANCED TEACHING— | | | | | | | | | | | | |
| (*a*) Arabic or Persian | Male | ... | ... | ... | 1 | 26 | 1 | 1,730 | ... | ... | ... | |
| | Female | ... | ... | ... | ... | ... | ... | 23 | ... | ... | ... | |
| (*b*) Sanskrit | Male | ... | ... | ... | 1,179 | 246 | 42 | ... | ... | ... | 3 | |
| | Female | ... | ... | ... | ... | 5 | ... | ... | ... | ... | ... | |
| (*c*) Any other Oriental Classic. | Male | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| | Female | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 2. ELEMENTARY TEACHING—A VERNACULAR ONLY OR MAINLY— | | | | | | | | | | | | |
| For Boys | Male | ... | ... | 74 | 1,578 | 8,717 | 2,333 | 2,064 | ... | ... | 71 | |
| | Female | ... | ... | ... | ... | 78 | 174 | 48 | ... | ... | ... | |
| For Girls | Male | ... | ... | ... | 8 | 33 | 42 | 4 | ... | ... | ... | |
| | Female | ... | ... | 98 | 208 | 881 | 311 | 320 | ... | ... | 2 | |
| 3. ELEMENTARY TEACHING—THE QURAN ONLY— | | | | | | | | | | | | |
| For Boys | Male | ... | ... | ... | 204 | 307 | 26 | 20,692 | ... | ... | 14 | |
| | Female | ... | ... | ... | ... | 8 | ... | 2,061 | ... | ... | ... | |
| For Girls | Male | ... | ... | ... | ... | ... | ... | 1,266 | ... | ... | ... | |
| | Female | ... | ... | ... | 89 | 207 | 1 | 9,581 | ... | ... | ... | |
| 4. OTHER SCHOOLS NOT CONFORMING TO DEPARTMENTAL STANDARD— | | | | | | | | | | | | |
| For Boys | Male | ... | ... | 9 | 425 | 1,288 | 539 | 670 | ... | ... | 11 | |
| | Female | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| For Girls | Male | ... | 29 | 539 | 156 | 766 | 264 | 712 | ... | 4 | 9 | |
| | Female | ... | 22 | ... | ... | ... | ... | 5 | ... | ... | ... | |
| TOTAL OF PRIVATE INSTITUTIONS | | ... | 51 | 720 | 3,843 | 12,562 | 3,733 | 39,176 | ... | 4 | 110 | |
| GRAND TOTAL | | ... | 2,783 | 6,289 | 41,390 | 1,56,687 | 58,746 | 1,94 710 | 27 | 88 | 2,437 | |

# EDUCATION—GENERAL TABLE III (B).

## RETURN OF SCHOOLS AND SCHOLARS IN THE PUNJAB (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1915-16.

| CLASS OF INSTITUTIONS. | PUBLIC INSTITUTIONS. | | | | | | | | | | | | Grand total of public Institutions. | Grand total of scholars on the 31st of March. | NUMBER OF SCHOLARS ON THE 31ST OF MARCH LEARNING. | | | CLASSIFICATION OF SCHOLARS ON THE 31ST OF MARCH ACCORDING TO RACE OR CREED. | | | | | | | | | Number of girls in Boys' Schools. | Number of boys in Girls' Schools. | REMARKS. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | UNDER PUBLIC MANAGEMENT. | | | | UNDER PRIVATE MANAGEMENT. | | | | | | | | | | | | | | | | | | | | | | | |
| | *Managed by Government.* | | | | *Aided by Government or by District or Municipal Boards.* | | | | *Unaided.* | | | | | | | | | | *Hindus.* | | | | | | | | | |
| | Number of Institutions. | Number of scholars on the rolls on 31st March. | Average number on the rolls monthly during the year. | Average daily attendance. | Number of Institutions. | Number of scholars on the rolls on 31st March. | Average number on the rolls monthly during the year. | Average daily attendance. | Number of Institutions. | Number of scholars on the rolls on 31st March. | Average number on the rolls monthly during the year. | Average daily attendance. | | | English. | A classical language. | A vernacular language. | Europeans and Eurasians. | Indian Christians. | Brahmans. | Non-Brahmans. | Sikhs. | Muhammadans. | Buddhists. | Parsis. | Others. | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| *Collegiate education.* Teaching ... Males ... | 1 | 20 | 18 | 18 | ... | ... | ... | ... | ... | ... | ... | ... | 1 | 20 | 20 | ... | 10 | 20 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Teaching ... Females ... | ... | | ... | ... | 1 | 38 | 34 | 34 | ... | ... | ... | ... | 1 | 38 | 38 | 26 | 12 | 38 | ... | ... | | ... | ... | ... | ... | ... | ... | ... | |
| Total ... | 1 | 20 | 18 | 18 | 1 | 38 | 34 | 34 | ... | ... | ... | ... | 2 | 58 | 58 | 26 | 22 | 58 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| *School education, General.* SECONDARY SCHOOLS. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| For Boys ... High Schools ... | 2 | 395 | 349 | 339 | 3 | 295 | 264 | 242 | ... | ... | ... | ... | 5 | 690 | 690 | 76 | 605 | 660 | 3 | 4 | 5 | ... | 8 | ... | 9 | 1 | 2 | ... | |
| For Boys ... Middle Schools, English | ... | ... | ... | ... | 4 | 264 | 261 | 204 | ... | ... | ... | ... | 4 | 264 | 193 | 12 | 76 | 259 | 5 | ... | ... | ... | ... | ... | ... | ... | 52 | ... | |
| „ Girls ... High Schools ... | 2 | 379 | 377 | 363 | 7 | 578 | 673 | 586 | ... | ... | ... | ... | 9 | 957 | 957 | 8 | 378 | 933 | 14 | 3 | ... | ... | 1 | ... | 6 | ... | ... | 143 | |
| „ Girls ... Middle Schools, English | ... | ... | ... | ... | 9 | 586 | 590 | 546 | ... | ... | ... | ... | 9 | 586 | 586 | ... | 119 | 557 | ... | 3 | 3 | ... | ... | ... | 23 | ... | ... | 96 | |
| TOTAL ... | 4 | 774 | 726 | 702 | 23 | 1,723 | 1,793 | 1,578 | ... | ... | ... | ... | 27 | 2,497 | 2,426 | 96 | 1,178 | 2,409 | 22 | 10 | 8 | ... | 9 | ... | 38 | 1 | 54 | 239 | |
| PRIMARY SCHOOLS. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| For Boys ... Upper Primary Schools | ... | ... | ... | ... | 3 | 63 | 62 | 49 | ... | ... | ... | ... | 3 | 63 | 63 | ... | 9 | 59 | ... | ... | ... | ... | 2 | ... | ... | 2 | 23 | ... | |
| For Boys ... Lower Primary Schools | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| „ Girls ... Upper Primary Schools | ... | ... | ... | ... | 4 | 143 | 135 | 108 | ... | ... | ... | ... | 4 | 143 | 143 | ... | 32 | 138 | ... | 3 | ... | ... | ... | ... | 2 | ... | ... | 70 | |
| „ Girls ... Lower Primary Schools | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| TOTAL ... | ... | ... | ... | ... | 7 | 206 | 197 | 157 | ... | ... | ... | ... | 7 | 206 | 206 | ... | 41 | 197 | ... | 3 | ... | ... | 2 | ... | 2 | 2 | 23 | 70 | |
| TOTAL OF SCHOOLS OF PUBLIC INSTRUCTION | 4 | 774 | 726 | 702 | 30 | 1,929 | 1,990 | 1,735 | ... | ... | ... | ... | 34 | 2,703 | 2,632 | 96 | 1,219 | 2,606 | 22 | 13 | 8 | ... | 11 | ... | 40 | 3 | 77 | 309 | |
| GRAND TOTAL ... | 5 | 794 | 744 | 720 | 31 | 1,957 | 2,024 | 1,769 | ... | ... | ... | ... | 36 | 2,761 | 2,690 | 122 | 1,241 | 2,664 | 22 | 13 | 8 | ... | 11 | ... | 40 | 3 | 77 | 309 | |
| Private Institutions ... Other schools not conforming to departmental standard ... For Boys ... | | | | | | | | | | | | | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| „ Girls ... | | | | | | | | | | | | | 2 | 50 | 50 | ... | ... | 50 | ... | ... | ... | ... | ... | ... | ... | ... | ... | 22 | |
| TOTAL ... | | | | | | | | | | | | | 2 | 50 | 50 | ... | ... | 50 | ... | ... | ... | ... | ... | ... | ... | ... | ... | 22 | |
| GRAND TOTAL ... | | | | | | | | | | | | | 38 | 2,811 | 2,740 | 122 | 1,241 | 2,714 | 22 | 13 | 8 | ... | 11 | ... | 40 | 3 | 77 | 331 | |

# EDUCATION—GENERAL

## RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

| OBJECTS OF EXPENDITURE. | | | PUBLIC | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | UNDER PUBLIC | | | | | | |
| | | | *Managed by Government.* | | | | | | |
| | | | Provincial Revenues. | District Funds. | Municipal Funds. | Fees. | Subscriptions. | Endowments and other sources. | Total. |
| 1 | | | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| | ARTS COLLEGES. | | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. |
| *Collegiate Education.* | English ... | Male | 1,00,144 | ... | ... | 57,962 | ... | ... | 1,58,106 |
| | | Female | ... | ... | ... | ... | ... | ... | ... |
| | Oriental ... ... ... | | ... | ... | ... | ... | ... | ... | ... |
| | COLLEGES OR DEPARTMENTS OF COLLEGE FOR PROFESSIONAL TRAINING. | | | | | | | | |
| | Law ... ... ... | | ... | ... | ... | ... | ... | ... | ... |
| | Medicine ... ... ... | | 1,32,263 | ... | ... | 13,530 | ... | ... | 1,45,793 |
| | Engineering ... ... ... | | ... | ... | ... | ... | ... | ... | ... |
| | Teaching ... | Male | 1,05,805 | 2,196 | 1,131 | ... | ... | 13,484 | 1,22,616 |
| | | Female | ... | ... | ... | ... | ... | ... | ... |
| | Agriculture ... ... | | 63,838 | ... | ... | 4,175 | ... | ... | 68,013 |
| | Veterinary ... ... ... | | 57,069 | ... | ... | 11,185 | ... | (a)37,934 | 1,06,288 |
| | Total ... | | 4,59,124 | 2,196 | 1,131 | 86,852 | ... | 51,468 | 6,00,771 |
| | SECONDARY SCHOOLS. | | | | | | | | |
| *School Education, General.* | For Boys ... | High Schools ... ... | 2,36,646 | 245 | 125 | 3,22,722 | 23 | (b)39,221 | 5,98,982 |
| | | Middle Schools English | ... | ... | ... | ... | ... | ... | ... |
| | | Middle Schools Vernacular | ... | ... | ... | ... | ... | ... | ... |
| | For Girls .. | High Schools ... ... | 49,505 | ... | ... | 14,745 | ... | (c)23,607 | 87,857 |
| | | Middle Schools English | ... | ... | ... | ... | ... | ... | ... |
| | | Middle Schools Vernacular | ... | ... | ... | ... | ... | ... | ... |
| | Total ... | | 2,86,151 | 245 | 125 | 3,37,467 | 23 | 62,828 | 6,86,839 |
| | PRIMARY SCHOOLS. | | | | | | | | |
| | For Boys ... | Upper Primary Schools ... | 10,982 | ... | ... | 6,115 | ... | 22 | 17,119 |
| | | Lower Primary Schools ... | 2,314 | ... | ... | 247 | ... | ... | 2,561 |
| | For Girls ... | Upper Primary Schools ... | ... | ... | ... | ... | ... | ... | ... |
| | | Lower Primary Schools ... | ... | ... | ... | ... | ... | ... | ... |
| | Total ... | | 13,296 | ... | ... | 6,362 | ... | 22 | 19,680 |
| | SCHOOLS FOR SPECIAL INSTRUCTION. | | | | | | | | |
| *School Education, Special.* | Training Schools for Masters ... | | 1,14,787 | ... | ... | ... | ... | ... | 1,14,787 |
| | Training Schools for Mistresses ... | | 18,634 | ... | ... | ... | ... | ... | 18,634 |
| | Schools of Art ... ... | | 46,573 | ... | ... | 934 | ... | ... | 47,507 |
| | Law Schools ... ... ... | | ... | ... | ... | ... | ... | ... | ... |
| | Medical Schools ... ... | | 17,043 | ... | ... | 5,357 | ... | ... | 22,400 |
| | Engineering and Surveying Schools ... | | 30,853 | 142 | 90 | 6,110 | ... | ... | 37,195 |
| | Technical and Industrial Schools ... | | 19,175 | ... | ... | 794 | 425 | ... | 20,394 |
| | Commercial Schools ... ... | | 2,375 | ... | ... | 1,982 | ... | ... | 4,357 |
| | Agricultural Schools ... ... | | ... | ... | ... | ... | ... | ... | ... |
| | Reformatory Schools ... ... | | 29,091 | ... | ... | ... | ... | ... | 29,091 |
| | Other Schools ... ... | | 1,337 | ... | ... | 43 | 16 | ... | 1,396 |
| | Total ... | | 2,79,868 | 142 | 90 | 15,220 | 441 | ... | 2,95,761 |
| *Buildings* ... ... ... | | | 6,05,171 | ... | ... | ... | ... | 9,554 | 6,14,725 |
| *Furniture and apparatus* (Special Grants only) ... | | | 34,303 | ... | ... | 4,282 | ... | (c)25,045 | 63,630 |
| | Total ... | | 6,39,474 | ... | ... | 4,282 | ... | 34,599 | 6,78,355 |
| *University* ... ... ... | | | ... | ... | ... | ... | ... | ... | ... |
| *Direction* ... ... ... | | | ... | ... | ... | ... | ... | ... | ... |
| *Inspection* ... ... ... | | | ... | ... | ... | ... | ... | ... | ... |
| *Scholarships held in* | Arts Colleges ... ... | | ... | ... | ... | ... | ... | ... | ... |
| | Medical Colleges ... | | ... | ... | ... | ... | ... | ... | ... |
| | Other Professional Colleges ... | | ... | ... | ... | ... | ... | ... | ... |
| | Secondary Schools ... ... | | ... | ... | ... | ... | ... | ... | ... |
| | Primary Schools ... ... | | ... | ... | ... | ... | ... | ... | ... |
| | Medical Schools ... ... | | | ... | ... | ... | ... | ... | ... |
| | Technical and Industrial Schools ... | | ... | ... | ... | ... | ... | ... | ... |
| | Other Special Schools ... ... | | ... | ... | ... | ... | ... | ... | ... |
| *Boarding-houses* ... ... ... | | | ... | ... | — | ... | ... | ... | ... |
| *Miscellaneous* ... ... ... | | | ... | ... | ... | ... | ... | ... | ... |
| | Total ... | | ... | ... | ... | ... | ... | ... | ... |
| TOTAL EXPENDITURE ON PUBLIC INSTRUCTION ... | | | 16,77,913 | 2,583 | 1,346 | 4,50,183 | 464 | 1,48,917 | 22,81,406 |

# TABLE IV.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1915-16.

INSTITUTIONS.

| MANAGEMENT. | | | | | | | UNDER PRIVATE MANAGEMENT. | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Managed by District or Municipal Boards.* | | | | | | | *Aided by Government or by District or Municipal Boards.* | | | | | | |
| Provincial Revenues. | District Funds. | Municipal Funds. | Fees. | Subscriptions. | Endowments and other sources. | Total. | Provincial Revenues. | District Funds. | Municipal Funds. | Fees. | Subscriptions. | Endowments and other sources. | Total. |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| Rs. | Rs. | Rs. | Rs | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. |
| ... | ... | ... | ... | ... | ... | ... | 1,16,377 | 300 | 967 | 1,15,951 | 35,906 | 45,292 | 3,14,093 |
| ... | ... | ... | ... | ... | ... | ... | 3,000 | ... | ... | 705 | ... | 675 | 4,380 |
| ... | ... | ... | ... | ... | ... | ... | 18,126 | ... | ... | 379 | ... | 3,516 | 22,021 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | 9,120 | ... | ... | 5,818 | ... | ... | 14,938 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | 1,46,623 | 300 | 967 | 1,22,153 | 35,906 | 49,483 | 3,55,432 |
| ... | 25,645 | 14,461 | 88,225 | 26 | 201 | 1,23,558 | 2,47,054 | 7,656 | 59,201 | 4,71,511 | 78,175 | 91,338 | 9,54,985 |
| ... | 44,645 | 66,962 | 1,89,303 | 1,395 | 3,272 | 3,05 577 | 43,754 | 14,127 | 8.175 | 87,295 | 13,261 | 39,337 | 2,05,949 |
| ... | 2,40,592 | 21,825 | 57,351 | 1,022 | 191 | 3,20,982 | 1,788 | 2,313 | ... | 1,710 | 533 | 2,736 | 9,080 |
| ... | ... | ... | | | ... | ... | 60,135 | ... | 6,540 | 39,957 | 5,193 | 13,456 | 1,25,286 |
| ... | ... | ... | ... | ... | ... | ... | 36,040 | ... | 1,393 | 14,599 | ... | 5,124 | 57,156 |
| ... | 10,034 | 24,869 | ... | ... | 33 | 34,936 | 25 | 3,139 | 17,600 | 207 | 16,824 | 10,073 | 47,868 |
| ... | 3,20,916 | 1,28,117 | 3,34,879 | 2,444 | 3,697 | 7,90,053 | 3,88,796 | 27,235 | 92,909 | 6,15,279 | 1,13,991 | 1,62 114 | 14,00,324 |
| ... | 9,79,860 | 11,289 | 83,376 | 2,135 | 1,165 | 10,77,825 | 5,903 | 1,10,946 | 21,231 | 18,008 | 21,872 | 19,116 | 1,96,576 |
| ... | 83,526 | 66,066 | 12,651 | 7 | 331 | 1,62,581 | 459 | 14,446 | 7,358 | 2,477 | 10,416 | 1,813 | 36,969 |
| ... | 1,31,718 | 62,140 | 3 | 160 | 719 | 1,94,740 | 13,028 | 25,628 | 27,864 | 4,372 | 16,947 | 35,121 | 1,22,960 |
| ... | 6,462 | 26,896 | ... | 35 | 1 | 33,394 | ... | 4,753 | 2179 | 205 | 6,212 | 588 | 13,937 |
| ... | 12,01,566 | 1,66,391 | 96,030 | 2,337 | 2,216 | 14,68,540 | 19,390 | 1,55,773 | 58,632 | 25,062 | 54,947 | 56,638 | 3,70,442 |
| ... | 16,309 | ... | ... | ... | 7 | 16,316 | 2,000 | ... | ... | ... | 5,047 | 2,118 | 9,165 |
| 773 | ... | 1,811 | ... | ... | ... | 2,584 | 2,498 | 540 | 45 | 407 | 600 | 4,750 | 8,840 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | 34,000 | ... | ... | 3,568 | 10,628 | 10,566 | 58,762 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | 31,028 | 20,336 | 1,815 | 42 | 549 | 53,770 | 5,835 | 2,800 | 3,106 | 1,890 | 8,500 | 4,423 | 26,554 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | 12,167 | ... | ... | 2,907 | 2,294 | ... | 17,368 |
| 773 | 47,337 | 22,147 | 1,815 | 42 | 556 | 72,670 | 56,500 | 3,340 | 3,151 | 8,772 | 27,069 | 21,857 | 1,20,689 |
| ... | 7,45,756 | 63,056 | ... | 5,466 | ... | 8,14,278 | 4,49,725 | 3,170 | ... | ... | 1,11,387 | 2,27,554 | 7,91 836 |
| ... | 61,160 | 13,289 | ... | ... | ... | 74,449 | 19,195 | 55 | 392 | 2,914 | 8,545 | 17,052 | 48,153 |
| ... | 8,06,916 | 76,345 | ... | 5,466 | ... | 8 88,727 | 4,68,920 | 3,225 | 392 | 2,914 | 1,19,932 | 2,44,606 | 8,39,989 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| 773 | 23,76,735 | 3,93,(00 | 4,32,724 | 10,289 | 6,469 | 32,19,990 | 10,80,229 | 1,89,873 | 1,56,051 | 7,74,180 | 3,51,845 | 5,34,698 | 30,86,876 |

# EDUCATION—GENERAL

## RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

| OBJECTS OF EXPENDITURE. | PUBLIC INSTITUTIONS—concld. | | | | TOTAL EXPENDI | |
|---|---|---|---|---|---|---|
| | Under Private Management—*concluded* | | | | | |
| | *Unaided.* | | | | | |
| | Fees. | Subscriptions. | Endowments and other sources. | Total. | Provincial Revenues. | District Funds. |
| 1 | 23 | 24 | 25 | 26 | 27 | 28 |
| | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. |
| **Arts Colleges.** | | | | | | |
| *Collegiate Education.* — English ... Male | 67,690 | ... | 10,613 | 78,303 | 2,16,521 | 300 |
| English ... Female | ... | ... | ... | ... | 3,060 | ... |
| Oriental | ... | ... | ... | ... | 18,126 | ... |
| **Colleges or Departments of Colleges for Professional Training.** | | | | | | |
| Law | 21,241 | ... | ... | 21,241 | ... | ... |
| Medicine | ... | ... | ... | ... | 1,32,268 | ... |
| Engineering | ... | ... | ... | ... | ... | ... |
| Teaching ... Male | ... | ... | ... | ... | 1,05,805 | 2,196 |
| Teaching ... Female | ... | ... | ... | ... | 9,120 | ... |
| Agriculture | ... | ... | ... | ... | 63,838 | ... |
| Veterinary | ... | ... | ... | ... | 57,069 | ... |
| Total | 88,931 | ... | 10,613 | 99,544 | 6,05,747 | 2,496 |
| **Secondary Schools.** | | | | | | |
| *School Education, General.* — For Boys ... High Schools | 99,501 | 17,579 | 11,994 | 1,29,074 | 4,83,700 | 33,546 |
| For Boys ... Middle Schools English | 42,452 | 22,024 | 3,050 | 67,526 | 43,754 | 58,772 |
| For Boys ... Middle Schools Vernacular | ... | ... | ... | ... | 1,788 | 2,42,905 |
| For Girls ... High Schools | ... | ... | 6,684 | 6,684 | 1,09,640 | ... |
| For Girls ... Middle Schools English | 1,775 | 2,044 | 8,658 | 12,477 | 36,040 | ... |
| For Girls ... Middle Schools Vernacular | ... | 393 | 884 | 1,277 | 25 | 13,173 |
| Total | 1,43,728 | 42,040 | 31,270 | 2,17,039 | 6,74,947 | 3,48,396 |
| **Primary Schools.** | | | | | | |
| For Boys ... Upper Primary Schools | 2,222 | 10,683 | 3,317 | 16,222 | 16,885 | 10,90,806 |
| For Boys ... Lower Primary Schools | 177 | 759 | 3,191 | 4,127 | 2,773 | 97,972 |
| For Girls ... Upper Primary Schools | ... | 2,031 | (*d*)3,234 | 5,265 | 13,028 | 1,57,356 |
| For Girls ... Lower Primary Schools | ... | 127 | 1,992 | 2,119 | ... | 11,215 |
| Total | 2,399 | 13,600 | 11,734 | 27,733 | 32,686 | 13,57,349 |
| **Schools for Special Instruction.** | | | | | | |
| *School Education, Special.* — Training Schools for Masters | ... | ... | 288 | 288 | 1,16,787 | 16,309 |
| Training Schools for Mistresses | ... | ... | ... | ... | 21,905 | 540 |
| Schools of Art | ... | ... | ... | ... | 46,573 | ... |
| Law Schools | ... | ... | ... | ... | ... | ... |
| Medical Schools | ... | 90 | 1,733 | 1,823 | 51,043 | ... |
| Engineering and Surveying Schools | ... | ... | ... | ... | 30,853 | 142 |
| Technical and Industrial Schools | ... | ... | ... | ... | 25,010 | 33,328 |
| Commercial Schools | ... | ... | ... | ... | 2,375 | ... |
| Agricultural Schools | ... | ... | ... | ... | ... | ... |
| Reformatory Schools | ... | ... | ... | ... | 29,091 | ... |
| Other schools | ... | ... | ... | ... | 13,504 | ... |
| Total | ... | 90 | 2,021 | 2,111 | 3,37,141 | 50,819 |
| *Buildings* | 2,259 | 34,812 | 78,397 | 1,15,468 | 10,54,896 | 7,48,926 |
| *Furniture and Apparatus* (Special Grants only) | 1,030 | 10,472 | 11,332 | 22,834 | 53,498 | 61,215 |
| Total | 3,289 | 45,284 | 89,729 | 1,38,302 | 11,08,394 | 8,10,141 |
| *University* | ... | ... | ... | ... | 10,450 | ... |
| *Direction* | ... | ... | ... | ... | 78,409 | ... |
| *Inspection* | ... | ... | ... | ... | 3,28,534 | 53,702 |
| *Scholarships held in* — Arts Colleges | ... | ... | ... | ... | 18,250 | 1,739 |
| Medical Colleges | ... | ... | ... | ... | 3,223 | 542 |
| Other Professional Colleges | ... | ... | ... | ... | 3,279 | 1,431 |
| Secondary Schools | ... | ... | ... | ... | 57,875 | 72,843 |
| Primary Schools | ... | ... | ... | ... | 22,050 | 1,116 |
| Medical Schools | ... | ... | ... | ... | 11,585 | 936 |
| Technical and Industrial Schools | ... | ... | ... | ... | 6,000 | 9,344 |
| Other Special Schools | ... | ... | ... | ... | ... | ... |
| *Boarding-houses* | ... | ... | ... | ... | 1,35,482 | 38,372 |
| *Miscellaneous* | ... | ... | ... | ... | 68,853 | 38,048 |
| Total | ... | ... | ... | ... | 7,43,990 | 2,18,073 |
| Total Expenditure on Public Instruction | 2,38,347 | 1,01,014 | 1,45,367 | 4,84,728 | (*g*)35,02,905 | (*h*)27,87,274 |

# TABLE IV—*concluded.*

IN THE PUNJAB FOR THE OFFICIAL YEAR 1915-16—*concluded.*

| EXPENDITURE FROM | | | | | | |
|---|---|---|---|---|---|---|
| | | ALL OTHER SOURCES. | | | | |
| | | | *Public.* | | | |
| Municipal Funds. | Fees. | Private. | Imperial contributions. | GRAND TOTAL. | REMARKS. | |
| 29 | 30 | 31 | 32 | 33 | 34 | |
| Rs. | Rs. | Rs. | Rs. | Rs. | | |
| 967 | 2,40,903 | 91,811 | ... | 5,50,502 | | |
| ... | 705 | 675 | ... | 4,380 | | |
| ... | 379 | 3,516 | ... | 22,031 | | |
| ... | 21,241 | ... | ... | 21,241 | | |
| ... | 13,530 | ... | ... | 1,45,798 | | |
| ... | ... | ... | ... | ... | | |
| 1,131 | ... | 13,484 | ... | 1,22,616 | | |
| ... | 5,818 | ... | ... | 14,938 | | |
| ... | 4,175 | ... | ... | 68,013 | | |
| ... | 11,185 | ... | 37,984 | 1,06,238 | (*a*) From Imperial Revenues. | |
| 2,098 | 2,97,936 | 1,09,486 | 37,984 | 10,55,747 | | |
| 73,787 | 9,81,959 | 2,13,403 | 25,204 | 18,11,599 | (*b*) Includes Rs. 25,204 from Imperial Revenues. | |
| 75,137 | 3,19,050 | 82,339 | ... | 5,79,052 | | |
| 21,825 | 59,061 | 4,483 | ... | 3,30,062 | | |
| 6,540 | 54,702 | 27,091 | 21,854 | 2,19,827 | (*c*) Includes Rs. 21,854 from Imperial Revenues. | |
| 1,393 | 16,374 | 15,826 | ... | 69,633 | | |
| 42,469 | 207 | 23,207 | ... | 84,081 | | |
| 2,21,151 | 14,31,353 | 3,71,349 | 47,058 | 30,94,254 | | |
| 32,520 | 1,09,721 | 57,810 | ... | 13,07,742 | | |
| 73,424 | 15,552 | 16,517 | ... | 2,06,238 | | |
| 90,004 | 4,375 | 58,202 | ... | 3,22 965 | (*d*) Includes Rs. 10 from District Funds. | |
| 29,075 | 205 | 8,955 | ... | 49,450 | | |
| 2,25,023 | 1,29,853 | 1,41,484 | ... | 18,86,395 | | |
| ... | ... | 7,460 | ... | 1,40,556 | | |
| 1,856 | 407 | 5,350 | ... | 30,058 | | |
| ... | 934 | ... | ... | 47,507 | | |
| ... | ... | ... | ... | ... | | |
| ... | 8,925 | 23,017 | ... | 82,985 | | |
| 90 | 6,110 | .. | .. | 37,195 | | |
| 23,442 | 4,499 | 13,939 | ... | 1,00,718 | | |
| ... | 1,982 | ... | ... | 4,357 | | |
| ... | ... | ... | ... | ... | | |
| ... | ... | ... | ... | 29,091 | | |
| ... | 2,950 | 2,310 | ... | 18,764 | | |
| 25,388 | 25,807 | 52,076 | ... | 4,91,231 | | |
| 63,056 | 2,259 | 4,67,170 | ... | 23,36,307 | (*e*) Includes Rs. 10,690 from Imperial Revenues. | |
| 13,681 | 8,226 | 61,756 | 10,690 | 2,09,066 | (*f*) Includes Rs. 6,598, the expenditure on the medical inspection of schools. | |
| 76,737 | 10,485 | 5,28,926 | 10,690 | 25,45,373 | (*g*) Includes Rs. 5,74,328 from Imperial grants. | |
| ... | 2,03,061 | 10,113 | 55,000 | 2,78,624 | (*h*) Includes the following items :— | |
| ... | ... | ... | ... | 78,409 | (1) Rs. 1,39,987 from Provincial Revenues for the extension of vernacular education. | |
| 5,925 | ... | ... | ... | (*f*)3,88,161 | (2) Rs. 2,800 from Provincial Revenues for the maintenance of District Board Schools. | |
| 2,892 | ... | 27,944 | ... | 50,825 | (3) Rs. 9,63,126 from Imperial Revenues for the extension of vernacular education. | |
| 224 | ... | 1,503 | ... | 5,492 | (4) Rs. 16,617 from Imperial Revenues for local training classes. | |
| 243 | ... | 13,070 | ... | 18,023 | (*i*) Includes the following items :— | |
| 14,535 | ... | 5,785 | ... | 1,51,038 | (1) Rs. 80,988 from Provincial Revenues for the extension of vernacular education. | |
| 716 | ... | 184 | ... | 24,066 | | |
| 96 | ... | 10,121 | ... | 22,738 | | |
| 2,898 | ... | 3,283 | ... | 21,525 | | |
| ... | ... | ... | ... | ... | | |
| 7,908 | 3,97,804 | 2,13,862 | 17,509 | 8,10,937 | (2) Rs. 80,483 from Imperial Revenues for the extension of vernacular education. | |
| 13,611 | 42,506 | 35,198 | 95,711 | 2,93,927 | (3) Rs. 8,000 from Provincial Revenues for the maintenance of Secondary Municipal Board Schools. | |
| 49,043 | 6,43,371 | 3,21,063 | 1,68,220 | 21,43,765 | (4) Rs. 2,500 from Imperial Revenues for the erection and improvement of school buildings. | |
| (*i*)5,99,445 | 25,38,805 | 15,24,384 | 2,63,952 | 1,12,16,765 | (5) Rs. 235 from Provincial Revenues for the erection and improvement of school buildings. | |

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE

| OBJECTS OF EXPENDITURE. | | | PUBLIC INSTI | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | UNDER PUBLIC MANAGEMENT. | | | | | | UNDER PRIVATE | | | |
| | | | *Managed by Government.* | | | | | | *Aided by Government Municipal* | | | |
| | | | Provincial Revenues. | District Funds. | Municipal Funds. | Fees. | Subscriptions. | Endowments and other sources. | Total. | Provincial Revenues. | District Funds. | Municipal Funds. | Fees. |
| 1 | | | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| | | | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. |
| *Collegiate Education.* | Teaching ... | Male ... | 15,219 | ... | ... | ... | ... | 9,637 | 24,856 | ... | ... | ... | ... |
| | | Female ... | ... | ... | ... | ... | ... | ... | ... | 9,120 | ... | ... | 5,818 |
| | Total ... | | 15,219 | ... | ... | ... | ... | 9,637 | 24,856 | 9,120 | ... | ... | 5,818 |
| *School Education, General.* | SECONDARY SCHOOLS. | | | | | | | | | | | | |
| | For Boys ... | High Schools ... | 14,992 | ... | ... | 16,636 | ... | 28,711 (a) | 60,339 | 42,750 | ... | ... | 23,982 |
| | | Middle Schools, English | ... | ... | ... | ... | ... | ... | ... | 18,233 | ... | ... | 7,324 |
| | For Girls ... | High Schools ... | 7,496 | ... | ... | 10,003 | ... | 23,607 (b) | 41,106 | 49,204 | ... | ... | 34,396 |
| | | Middle Schools, English | ... | ... | ... | ... | ... | ... | ... | 34,771 | ... | ... | 14,599 |
| | Total ... | | 22,488 | ... | ... | 26,639 | ... | 52,318 (c) | 1,01,445 | 1,44,958 | ... | ... | 80,301 |
| | PRIMARY SCHOOLS. | | | | | | | | | | | | |
| | For Boys ... | Upper Primary Schools | ... | ... | ... | ... | ... | ... | ... | 3,855 | ... | ... | 1,977 |
| | | Lower Primary Schools | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | For Girls ... | Upper Primary Schools | ... | ... | ... | ... | ... | ... | ... | 8,379 | ... | ... | 3,429 |
| | | Lower Primary Schools | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Total ... | | ... | ... | ... | ... | ... | ... | ... | 12,234 | ... | ... | 5,406 |
| *Buildings* ... ... ... | | | 1,00,289 | ... | ... | ... | ... | ... | 1,00,289 | 47,455 | ... | ... | ... |
| *Furniture and Apparatus* (Special Grants only). | | | 1,778 | ... | ... | ... | ... | 10,690 (d) | 12,468 | 6,127 | ... | ... | 2,897 |
| Total ... | | | 1,02,067 | ... | ... | ... | ... | 10,690 (d) | 1,12,757 | 53,582 | ... | ... | 2,897 |
| *Inspection* ... ... ... | | | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| *Scholarships held in Training Colleges* ... | | | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| *Scholarships held in Secondary Schools* ... | | | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| *Boarding Houses* ... ... ... | | | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| *Miscellaneous* ... ... ... | | | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| TOTAL ... | | | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| TOTAL EXPENDITURE ON PUBLIC INSTRUCTION. | | | 1,39,774 | ... | ... | 26,639 | ... | 72,645 | 2,39,058 | 2,19,894 | ... | ... | 94,422 |

# TABLE IV (A).

## PUNJAB (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1915-16.

| TUTIONS. | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| MANAGEMENT. | | | | | | | TOTAL EXPENDITURE FROM | | | | | | |
| *or by District or Boards.* | | | *Unaided.* | | | | | | | *All other sources.* | | | |
| Subscriptions. | Endowments and other sources. | Total. | Fees. | Subscriptions. | Endowments and other sources. | Total. | Provincial Revenues. | District Funds. | Municipal Funds. | Fees. | Private. | Public (Imperial contributions). | GRAND TOTAL. | REMARKS. |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | |
| ... | ... | ... | ... | ... | ... | ... | 15,219 | ... | ... | ... | 9,637 | ... | 24,856 | |
| ... | ... | 14,938 | ... | ... | ... | ... | 9,120 | ... | ... | 5,818 | ... | ... | 14,938 | |
| ... | ... | 14,938 | ... | ... | ... | ... | 24,339 | ... | ... | 5,818 | 9,637 | ... | 39,794 | |
| ... | 644 | 67,376 | ... | ... | ... | ... | 57,742 | ... | ... | 40,618 | 4,151 | 25,204 | 1,27,715 | (*a*) Includes Rs. 25,204 from Imperial Revenues. |
| 783 | 1,752 | 28,092 | ... | ... | ... | ... | 18,223 | ... | ... | 7,324 | 2,535 | ... | 28,092 | |
| ... | ... | 83,600 | ... | ... | ... | ... | 56,700 | ... | ... | 44,399 | 1,753 | 21,854 | 1,24,706 | (*b*) Includes Rs. 21,854 from Imperial Revenues. |
| ... | ... | 49,370 | ... | ... | ... | ... | 34,771 | ... | ... | 14,599 | ... | ... | 49,370 | |
| 783 | 2,396 | 2,28,438 | ... | ... | ... | ... | 1,67,446 | ... | ... | 1,06,940 | 8,439 | 47,058 | 3,29,883 | (*c*) Includes Rs. 47,058 from Imperial Revenues. |
| ... | 688 | 6,520 | ... | ... | ... | ... | 3,855 | ... | ... | 1,977 | 688 | ... | 6,520 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 315 | 2,671 | 14,794 | ... | ... | ... | ... | 8,379 | ... | ... | 3,429 | 2,986 | ... | 14,794 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 315 | 3,359 | 21,314 | ... | ... | ... | ... | 12,234 | ... | ... | 5,406 | 3,674 | ... | 21,314 | |
| ... | 30,673 | 78,128 | ... | ... | ... | ... | 1,47,744 | ... | ... | ... | 30,673 | ... | 1,78,417 | (*d*) From Imperial Revenues. |
| ... | 1,980 | 11,004 | ... | ... | ... | ... | 7,905 | ... | ... | 2,897 | 1,980 | 10,690 | 23,472 | |
| ... | 32,653 | 89,132 | ... | ... | ... | ... | 1,55,649 | ... | ... | 2,897 | 32,653 | 10,690 | 2,01,889 | |
| ... | ... | ... | ... | ... | ... | ... | 15,772 | ... | ... | ... | ... | ... | 15,772 | |
| ... | ... | ... | ... | ... | ... | ... | 1,188 | ... | ... | ... | ... | ... | 1,188 | |
| ... | ... | ... | ... | ... | ... | ... | 7,883 | ... | ... | ... | ... | ... | 7,883 | |
| ... | ... | ... | ... | ... | ... | ... | 56,566 | ... | ... | 1,71,057 | 59,497 | 17,509 | 3,04,629 | |
| ... | ... | ... | ... | ... | ... | ... | 4,887 | ... | ... | 42,506 | 27,150 | 95,711 | 1,70,254 | |
| ... | ... | ... | ... | ... | ... | ... | 86,296 | ... | ... | 2,13,563 | 86,647 | 1,13,220 | 4,99,726 | |
| 1,098 | 38,408 | 3,53,822 | ... | ... | ... | ... | 4,45,964 | ... | ... | 3,34,624 | 1,41,050 | 1,70,968 | 10,92,606 | |

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS

| CLASS OF SCHOOLS. | | | Number of Schools. | Number of pupils on the rolls on 31st March. | High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1 | | | Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage. 2 | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| **Secondary Schools.** | | | | | | | | | | |
| *For Boys.* Government | English | ... | 31 | 12,194 | 2,597 | ... | 2,597 | 4,775 | ... | 4,775 |
| | Vernacular | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| District Board | English | ... | 42 | 10,079 | 316 | ... | 316 | 3,516 | ... | 3,516 |
| | Vernacular | ... | 133 | 25,011 | ... | ... | ... | 6,681 | ... | 6,681 |
| Municipal | English | ... | 38 | 9,958 | 257 | ... | 257 | 3,052 | ... | 3,052 |
| | Vernacular | ... | 12 | 1,978 | ... | ... | ... | 477 | ... | 477 |
| Aided | English | ... | 117 | 38,183 | 4,838 | ... | 4,838 | 11,924 | 7 | 11,931 |
| | Vernacular | ... | 3 | 716 | ... | ... | ... | 150 | ... | 150 |
| Unaided | English | ... | 37 | 9,081 | 1,368 | ... | 1,368 | 3,205 | ... | 3,205 |
| | Vernacular | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Total | ... | 413 | 107,200 | 9,376 | ... | 9,376 | 33,780 | 7 | 33,787 |
| *For Girls.* Government | English | ... | 4 | 908 | ... | 47 | 47 | ... | 213 | 213 |
| | Vernacular | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| District Board | English | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Vernacular | ... | 6 | 919 | ... | ... | ... | ... | 87 | 87 |
| Municipal | English | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Vernacular | ... | 10 | 1,752 | ... | ... | ... | ... | 305 | 305 |
| Aided | English | ... | 24 | 2,201 | ... | 153 | 153 | 3 | 468 | 471 |
| | Vernacular | ... | 22 | 4,024 | ... | ... | ... | ... | 415 | 415 |
| Unaided | English | ... | 4 | 557 | ... | 8 | 8 | ... | 78 | 78 |
| | Vernacular | ... | 1 | 101 | ... | ... | ... | ... | 9 | 9 |
| | Total | ... | 71 | 10,462 | ... | 208 | 208 | 3 | 1,575 | 1,578 |
| Total Secondary Schools. | | | 484 | 117,662 | 9,376 | 208 | 9,584 | 33,783 | 1,582 | 35,365 |
| **Primary Schools.** | | | | | | | | | | |
| ***Upper Primary Schools.*** | | | | | | | | | | |
| *For Boys.* Government | | ... | 6 | 977 | ... | ... | ... | ... | ... | ... |
| District Board | | ... | 2,842 | 1,50,069 | ... | ... | ... | ... | ... | ... |
| Municipal | | ... | 11 | 1,811 | ... | ... | ... | ... | ... | ... |
| Aided | | ... | 1,050 | 45,861 | ... | ... | ... | ... | ... | ... |
| Unaided | | ... | 125 | 5,110 | ... | ... | ... | ... | ... | ... |
| | Total | ... | 4,034 | 203,828 | ... | ... | ... | ... | ... | ... |
| *For Girls.* Government | | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| District Board | | ... | 396 | 15,059 | ... | ... | ... | ... | ... | ... |
| Municipal | | ... | 109 | 6,425 | ... | ... | ... | ... | ... | ... |
| Aided | | ... | 242 | 12,141 | ... | ... | ... | ... | ... | ... |
| Unaided | | ... | 21 | 770 | ... | ... | ... | ... | ... | ... |
| | Total | ... | 768 | 34,395 | ... | ... | ... | ... | ... | ... |
| Total Upper Primary Schools. | | | 4,802 | 2,38,223 | ... | ... | ... | ... | ... | ... |
| ***Lower Primary Schools.*** | | | | | | | | | | |
| *For Boys.* Government | | ... | 2 | 150 | ... | ... | ... | ... | ... | ... |
| District Board | | ... | 355 | 12,405 | ... | ... | ... | ... | ... | ... |
| Municipal | | ... | 95 | 8,576 | ... | ... | ... | ... | ... | ... |
| Aided | | ... | 198 | 7,494 | ... | ... | ... | ... | ... | ... |
| Unaided | | ... | 73 | 2,309 | ... | ... | ... | ... | ... | ... |
| | Total | ... | 723 | 30,934 | ... | ... | ... | ... | ... | ... |
| *For Girls.* Government | | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| District Board | | ... | 22 | 679 | ... | ... | ... | ... | ... | ... |
| Municipal | | ... | 57 | 3,272 | ... | ... | ... | ... | ... | ... |
| Aided | | ... | 51 | 1,536 | ... | ... | ... | ... | ... | ... |
| Unaided | | ... | 24 | 709 | ... | ... | ... | ... | ... | ... |
| | Total | ... | 154 | 6,196 | ... | ... | ... | ... | ... | ... |
| Total Lower Primary Schools | | ... | 877 | 37,130 | ... | ... | ... | ... | ... | ... |
| Total Primary Schools | | ... | 5,679 | 275,353 | ... | ... | ... | ... | ... | ... |
| GRAND TOTAL | | ... | 6,163 | 393,015 | 9,376 | 208 | 9,584 | 33,783 | 1,582 | 35,365 |

# RAL TABLE V.

FOR GENERAL EDUCATION IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1915-16.

| Upper Primary Stage. | | | Lower Primary Stage. | | | | | | Total. | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| *Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.* | | | *Comprising all pupils who have not passed beyond the Lower Primary Stage.* | | | | | | | | |
| | | | Reading Printed Books. | | | Not reading Printed Books. | | | | | |
| 3 | | | 4 | | | 5 | | | | | |
| Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| 2,926 | ... | 2,926 | 1,896 | ... | 1,896 | ... | ... | ... | 12,194 | ... | 12,194 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| 3,404 | ... | 3,404 | 2,843 | ... | 2,843 | ... | ... | ... | 10,079 | ... | 10,079 |
| 4,854 | ... | 4,854 | 13,164 | 2 | 13,166 | 310 | ... | 310 | 25,009 | 2 | 25,011 |
| 3,058 | ... | 3,058 | 3,412 | 2 | 3,414 | 177 | ... | 177 | 9,956 | 2 | 9,958 |
| 394 | ... | 394 | 1,092 | ... | 1,092 | 15 | ... | 15 | 1,978 | ... | 1,978 |
| 9,317 | 17 | 9,334 | 12,005 | 30 | 12,035 | 45 | ... | 45 | 38,129 | 54 | 38,183 |
| 163 | ... | 163 | 403 | ... | 408 | ... | ... | ... | 716 | ... | 716 |
| 2,389 | ... | 2,389 | 2,099 | ... | 2,099 | 20 | ... | 20 | 9,081 | ... | 9,081 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| 26,505 | 17 | 23,522 | 36,914 | 34 | 36,948 | 567 | ... | 567 | 107,142 | 58 | 107,200 |
| 4 | 228 | 232 | 83 | 330 | 413 | ... | 3 | 3 | 87 | 821 | 908 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | 144 | 144 | ... | 688 | 688 | ... | ... | ... | ... | 919 | 919 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | 620 | 620 | ... | 827 | 827 | ... | ... | ... | ... | 1,752 | 1,752 |
| 16 | 435 | 451 | 142 | 944 | 1,086 | ... | 40 | 40 | 161 | 2,040 | 2,201 |
| ... | 720 | 720 | ... | 2,756 | 2,756 | ... | 133 | 133 | ... | 4,024 | 4,024 |
| ... | 109 | 109 | ... | 330 | 330 | ... | 32 | 32 | ... | 557 | 557 |
| ... | 8 | 8 | ... | 84 | 84 | ... | ... | ... | ... | 101 | 101 |
| 20 | 2,264 | 2,284 | 225 | 5,959 | 6,184 | ... | 208 | 208 | 248 | 10,214 | 10,462 |
| 26,525 | 2,281 | 28,806 | 37,139 | 5,993 | 43,132 | 567 | 208 | 775 | 107,390 | 10,272 | 117,662 |
| 382 | ... | 382 | 585 | ... | 585 | 10 | ... | 10 | 977 | ... | 977 |
| 31,197 | 2 | 31,199 | 118,084 | 45 | 1,18,129 | 741 | ... | 741 | 150,022 | 47 | 150,069 |
| 660 | ... | 660 | 1,100 | ... | 1,100 | 51 | ... | 51 | 1,811 | ... | 1,811 |
| 4,795 | 6 | 4,801 | 40,301 | 701 | 41,002 | 58 | ... | 58 | 45,154 | 707 | 45,861 |
| 449 | ... | 449 | 4,591 | 22 | 4,613 | 48 | ... | 48 | 5,088 | 22 | 5,110 |
| 37,483 | 8 | 37,491 | 164,661 | 768 | 165,429 | 908 | ... | 908 | 2,03,052 | 776 | 203,828 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | 2,012 | 2,012 | ... | 13,033 | 13,033 | ... | 14 | 14 | ... | 15,059 | 15,059 |
| ... | 850 | 850 | ... | 5,555 | 5,555 | ... | 20 | 20 | ... | 6,425 | 6,425 |
| 9 | 1,325 | 1,335 | 201 | 10,375 | 10,576 | ... | 230 | 230 | 210 | 11,931 | 12,141 |
| ... | 41 | 41 | 24 | 705 | 729 | ... | ... | ... | 24 | 746 | 770 |
| 9 | 4,229 | 4,238 | 225 | 29,668 | 29,893 | ... | 264 | 264 | 234 | 34,161 | 34,395 |
| 37,492 | 4,237 | 41,729 | 164,886 | 30,436 | 195,322 | 908 | 264 | 1,172 | 2,03,286 | 34,937 | 238,223 |
| ... | ... | ... | 150 | ... | 150 | ... | ... | ... | 150 | ... | 150 |
| ... | ... | ... | 12,384 | 4 | 12,388 | 17 | ... | 17 | 12,401 | 4 | 12,405 |
| ... | ... | ... | 8,035 | ... | 8,035 | 541 | ... | 541 | 8,576 | ... | 8,576 |
| ... | ... | ... | 7,476 | 17 | 7,493 | 1 | ... | 1 | 7,477 | 17 | 7,494 |
| ... | ... | ... | 2,274 | 35 | 2,309 | ... | ... | ... | 2,274 | 35 | 2,309 |
| ... | ... | ... | 30,319 | 56 | 30,375 | 559 | ... | 559 | 30,878 | 56 | 30,934 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | 679 | 679 | ... | ... | ... | ... | 679 | 679 |
| ... | ... | ... | ... | 3,045 | 3,045 | ... | 227 | 227 | ... | 3,272 | 3,272 |
| ... | ... | ... | 28 | 1,508 | 1,536 | ... | ... | ... | 28 | 1,508 | 1,536 |
| ... | ... | ... | ... | 709 | 709 | ... | ... | ... | ... | 709 | 709 |
| ... | ... | ... | 28 | 5,941 | 5,969 | ... | 227 | 227 | 28 | 6,168 | 6,196 |
| ... | ... | ... | 30,347 | 5,997 | 36,344 | 559 | 227 | 786 | 30,906 | 6,224 | 37,130 |
| 37,492 | 4,237 | 41,729 | 195,233 | 36,433 | 231,666 | 1,467 | 491 | 1,958 | 234,192 | 41,161 | 275,353 |
| 64,017 | 6,518 | 70,535 | 232,372 | 42,426 | 274,798 | 2,034 | 699 | 2,733 | 341,582 | 51,433 | 393,015 |

RETURN OF STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS FOR GENERAL

| CLASS OF SCHOOLS. | Number of Schools. | Number of pupils on the Rolls on 31st March. | High Stage. *Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.* | | |
|---|---|---|---|---|---|
| | | | 1 | | |
| | | | Boys. | Girls. | Total. |
| **Secondary Schools.** | | | | | |
| *For Boys* ... Government, English ... | 2 | 395 | 53 | ... | 53 |
| *For Boys* ... Aided „ ... | 7 | 559 | 52 | ... | 52 |
| *For Boys* ... Unaided „ ... | ... | ... | ... | ... | ... |
| Total ... | 9 | 954 | 105 | ... | 105 |
| *For Girls* ... Government, English ... | 2 | 379 | ... | 23 | 23 |
| *For Girls* ... Aided „ ... | 16 | 1,164 | ... | 96 | 96 |
| Total ... | 18 | 1,543 | ... | 119 | 119 |
| Total Secondary Schools ... | 27 | 2,497 | 105 | 119 | 224 |
| **Primary Schools.** | | | | | |
| *Upper Primary Schools.* | | | | | |
| *For Boys* ... Aided ... ... | 3 | 63 | ... | ... | ... |
| *For Boys* ... Unaided ... ... | ... | ... | ... | ... | ... |
| Total ... | 3 | 63 | ... | ... | ... |
| *For Girls* ... Aided ... ... | 4 | 143 | ... | ... | ... |
| Total ... | 4 | 143 | ... | ... | ... |
| Total Upper Primary Schools ... | 7 | 206 | ... | ... | ... |
| *Lower Primary Schools.* | | | | | |
| *For Boys* ... Aided ... ... | ... | ... | ... | ... | ... |
| *For Boys* ... Unaided ... ... | ... | ... | ... | ... | ... |
| Total ... | ... | ... | ... | ... | ... |
| *For Girls* ... Aided ... ... | ... | ... | ... | ... | ... |
| Total ... | ... | ... | ... | ... | ... |
| Total Lower Primary Schools ... | ... | ... | ... | ... | ... |
| Total Primary Schools ... | 7 | 206 | ... | ... | ... |
| Grand Total ... | 34 | 2,703 | 105 | 119 | 224 |

# TABLE V (A).

EDUCATION IN THE PUNJAB (FOR EUROPEANS) AT THE END OF THE OFFICIAL YEAR 1915-16.

| Middle Stage. | | | Upper Primary Stage. | | | Lower Primary Stage. | | | Total. | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| *Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.* | | | *Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.* | | | *Comprising all pupils who have not passed beyond the Lower Primary Stage.* | | | | | |
| | | | | | | Reading Printed Books. | | | | | |
| 2 | | | 3 | | | 4 | | | | | |
| Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| 189 | ... | 189 | 109 | ... | 109 | 44 | ... | 44 | 395 | ... | 395 |
| 211 | 7 | 218 | 87 | 17 | 104 | 155 | 30 | 185 | 505 | 54 | 559 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| 400 | 7 | 407 | 196 | 17 | 213 | 199 | 30 | 229 | 900 | 54 | 954 |
| ... | 110 | 110 | ... | 81 | 81 | 78 | 87 | 165 | 78 | 391 | 379 |
| 3 | 306 | 309 | 16 | 241 | 257 | 142 | 360 | 502 | 161 | 1,003 | 1,164 |
| 3 | 416 | 419 | 16 | 322 | 338 | 220 | 447 | 667 | 239 | 1,304 | 1,543 |
| 403 | 423 | 826 | 212 | 339 | 551 | 419 | 477 | 896 | 1,139 | 1,358 | 2,497 |
| ... | ... | ... | 4 | 5 | 9 | 36 | 18 | 54 | 40 | 23 | 63 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | 4 | 5 | 9 | 36 | 18 | 54 | 40 | 23 | 63 |
| ... | ... | ... | 9 | 15 | 24 | 61 | 58 | 119 | 70 | 73 | 143 |
| ... | ... | ... | 9 | 15 | 24 | 61 | 58 | 119 | 70 | 73 | 143 |
| ... | ... | ... | 13 | 20 | 33 | 97 | 76 | 173 | 110 | 96 | 206 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | 13 | 20 | 33 | 97 | 76 | 173 | 110 | 96 | 206 |
| 403 | 423 | 826 | 225 | 359 | 584 | 516 | 553 | 1,069 | 1,249 | 1,454 | 2,703 |

RETURN SHOWING THE RESULTS OF PRESCRIBED EXAMINATIONS

| Nature of Examination. | Number of institutions sending Examinees. | | | | Number of Examinees. | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Institutions under public management. | Aided institutions. | Other institutions. | Total. | Institutions under public management. | Aided institutions. | Other institutions. | Private students. | Total. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| **Arts Colleges.** | | | | | | | | | |
| 1. Master of Arts | 1 | 2 | 1 | 4 | 34 | 21 | 1 | 7 | 63 |
| 2. Bachelor of Arts | 1 | 4 | 3 | 8 | 87 | 238 | 299 | 71 | 695 |
| 3. M. Sc. | 2 | ... | ... | 2 | 10 | ... | ... | ... | 10 |
| 4. B. Sc. | 2 | 1 | ... | 3 | 34 | 9 | ... | ... | 43 |
| 5. Intermediate Science Faculty | 1 | 3 | 2 | 6 | 67 | 103 | 177 | ... | 347 |
| 6. Intermediate Arts Faculty | 1 | 5 | 3 | 9 | 76 | 235 | 514 | 67 | 892 |
| **Oriental Colleges.** | | | | | | | | | |
| 1. Master of Oriental Learning | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| 2. Bachelor of Oriental Learning | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| 3. Honours in Sanskrit | ... | 1 | ... | 1 | ... | 27 | ... | 88 | 115 |
| 3. „ „ Gurmukhi | ... | 1 | ... | 1 | ... | 4 | ... | 29 | 33 |
| 3. „ „ Arabic | ... | 1 | ... | 1 | ... | 10 | ... | 9 | 19 |
| 3. „ „ Persian | ... | 1 | ... | 1 | ... | 12 | ... | 32 | 44 |
| 4. High Proficiency in Sanskrit | ... | 1 | ... | 1 | ... | 19 | ... | 90 | 109 |
| 4. „ „ „ Arabic | ... | 1 | ... | 1 | ... | 3 | ... | 1 | 4 |
| 4. „ „ „ Persian | ... | 1 | ... | 1 | ... | 1 | ... | 3 | 4 |
| 4. „ „ „ Urdu | ... | ... | ... | ... | ... | ... | ... | 7 | 7 |
| 4. „ „ „ Punjabi | ... | 1 | ... | 1 | ... | 1 | ... | 27 | 28 |
| 4. „ „ „ Hindi | ... | ... | ... | ... | ... | ... | ... | 2 | 2 |
| 5. Proficiency in Sanskrit | ... | ... | ... | ... | ... | ... | ... | 192 | 192 |
| 5. „ „ Arabic | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| 5. „ „ Persian | ... | ... | ... | ... | ... | ... | ... | 6 | 6 |
| 5. „ „ Urdu | ... | ... | ... | ... | ... | ... | ... | 1 | 1 |
| 5. „ „ Punjabi | ... | ... | ... | ... | ... | ... | ... | 10 | 10 |
| 5. „ „ Hindi | ... | ... | ... | ... | ... | ... | ... | 5 | 5 |
| **Colleges for professional training.** | | | | | | | | | |
| *Law.* | | | | | | | | | |
| 1. Doctor of Laws | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| 2. Bachelor of Laws | ... | ... | 1 | 1 | ... | ... | 45 | 48 | 93 |
| 3. First Examination in Law | ... | ... | 1 | 1 | ... | ... | 79 | 9 | 88 |
| *Medicine.* | | | | | | | | | |
| 1. Final Professional Examination for M. B., B. S. | 1 | ... | ... | 1 | 47 | ... | ... | ... | 47 |
| 2. Second „ „ „ „ „ | 1 | ... | ... | 1 | 23 | ... | ... | ... | 23 |
| 3. First „ „ „ „ „ | 1 | ... | ... | 1 | 46 | ... | ... | ... | 46 |
| 4. Additional test in Chemistry | 1 | 3 | 2 | 6 | 27 | 21 | 51 | 1 | 100 |
| 5. Master of Surgery Examination | ... | ... | ... | ... | ... | ... | ... | 1 | 1 |
| 6. Special Certificate Class Examination for Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| 7. Second L. M. S. Examination | ... | ... | ... | ... | ... | ... | ... | 1 | 1 |
| 8. Veterinary College Examination | 1 | ... | ... | 1 | 55 | ... | ... | ... | 55 |
| *Engineering.* | | | | | | | | | |
| 1. M. C. E. | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| 2. B. C. E. | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| 3. L. C. E. | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| 4. First L. C. E. | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Teaching* | 2 | 2 | ... | 4 | 238 | 21 | ... | 39 | 298 |
| Agricultural College Examination | 1 | ... | ... | 1 | 14 | ... | ... | ... | 14 |
| **Schools for General Education.** | | | | | | | | | |
| 1. Matriculation (For Boys) | 23 | 65 | 21 | 114 | 970 | 1,927 | 651 | 459 | 4,007 |
| 1. Matriculation (For Girls) | ... | 4 | ... | 4 | ... | 22 | ... | 6 | 28 |
| 2. High School Examination for Europeans. (For Boys) | 2 | 3 | ... | 5 | 15 | 15 | ... | ... | 30 |
| 2. High School Examination for Europeans. (For Girls) | 2 | 5 | ... | 7 | 9 | 20 | ... | 1 | 30 |
| 3. Middle School Examination for Europeans. (For Boys) | 2 | 5 | ... | 7 | 44 | 27 | ... | ... | 71 |
| 3. Middle School Examination for Europeans. (For Girls) | 2 | 13 | ... | 15 | 17 | 53 | ... | ... | 70 |
| 4. Vernacular Final Examination for Boys | 128 | 3 | ... | 131 | 2,297 | 21 | ... | 120 | 2,438 |
| 5. Middle Standard Examination for Indian Girls | 10 | 24 | 3 | 37 | 61 | 146 | 14 | 48 | 269 |
| 6. Public Service Certificate Examination. (English) | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| 6. Public Service Certificate Examination. (Vernacular) | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| **Schools for Special Education.** | | | | | | | | | |
| 1. Training School Examination for Masters. (Upper) | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| 1. Training School Examination for Masters. (Lower) | 7 | ... | ... | 7 | 537 | ... | ... | 50 | 587 |
| 2. Training School Examination for Mistresses. (Upper) | 2 | 4 | ... | 6 | 17 | 13 | ... | 9 | 39 |
| 2. Training School Examination for Mistresses. (Lower) | 1 | 3 | ... | 4 | 26 | 15 | ... | 10 | 51 |
| 3. School of Arts Examination | 1 | ... | ... | 1 | 157 | ... | ... | ... | 157 |
| 4. Vernacular Medical Examinations. M. P. L. Diploma | 1 | ... | ... | 1 | 100 | ... | ... | ... | 100 |
| 4. Vernacular Medical Examinations. Midwives Diploma | 1 | ... | ... | 1 | 11 | ... | ... | ... | 11 |
| 4. Vernacular Medical Examinations. Dhais Diploma | 1 | ... | ... | 1 | 32 | ... | ... | ... | 32 |
| 5. Examination in Engineering | 1 | ... | 1 | 2 | 31 | ... | 18 | ... | 49 |
| 6. Industrial School Examination | 5 | ... | ... | 5 | 52 | ... | ... | ... | 52 |
| 7. Commercial School Examination | 2 | ... | ... | 2 | 25 | ... | ... | 21 | 46 |
| 8. Agricultural School Examination | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| 9. Sanskrit Title Examination | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| 10. Veterinary Examination | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| 11. Other Schools Examination | ... | ... | ... | ... | ... | ... | ... | ... | ... |

*Includes the following Examinations:—(1) Bachelor of Teaching Examination; (2) Senior Anglo-Vernacular Certificate (5) European Teachers' certificate examination.

# RAL TABLE VI.

IN THE PUNJAB DURING THE OFFICIAL YEAR 1915-16.

| Number passed. | | | | | Race or Creed of passed scholars. | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | *Hindus.* | | | | | | |
| Institutions under public management. | Aided institutions. | Other institutions. | Private students. | Total. | Europeans and Eurasians. | Indian Christians. | Brahmans. | Non-Brahmans. | Sikhs. | Muhammadans. | Buddhists. | Parsis. | Others. |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 19 | 12 | 1 | 4 | 36 | ... | 1 | 6 | 26 | 1 | 2 | ... | ... | ... |
| 49 | 96 | 128 | 17 | 290 | ... | 8 | 30 | 171 | 28 | 53 | ... | ... | ... |
| 9 | ... | ... | ... | 9 | ... | ... | 1 | 7 | ... | 1 | ... | ... | ... |
| 23 | 2 | ... | ... | 25 | ... | 1 | 4 | 15 | 2 | 3 | ... | ... | ... |
| 45 | 46 | 98 | ... | 189 | ... | 4 | 16 | 105 | 43 | 21 | ... | ... | ... |
| 53 | 134 | 283 | 26 | 501 | ... | 10 | 57 | 287 | 43 | 104 | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | 13 | ... | 22 | 35 | ... | ... | 30 | 5 | ... | ... | ... | ... | ... |
| ... | 1 | ... | 17 | 18 | ... | ... | ... | ... | 18 | ... | ... | ... | ... |
| ... | 2 | ... | ... | 2 | ... | ... | ... | ... | ... | 2 | ... | ... | ... |
| ... | 4 | ... | 13 | 17 | ... | 1 | ... | 1 | ... | 15 | ... | ... | ... |
| ... | 12 | ... | 44 | 56 | ... | ... | 51 | 5 | ... | ... | ... | ... | ... |
| ... | 3 | ... | 1 | 4 | ... | ... | ... | ... | ... | 4 | ... | ... | ... |
| ... | ... | ... | 3 | 3 | ... | ... | ... | ... | ... | 3 | ... | ... | ... |
| ... | ... | ... | 5 | 5 | ... | ... | ... | 1 | ... | 4 | ... | ... | ... |
| ... | 1 | ... | 15 | 16 | ... | ... | ... | ... | 16 | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | 131 | 131 | ... | ... | 112 | 19 | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | 5 | 5 | ... | 1 | 1 | ... | 1 | 2 | ... | ... | ... |
| ... | ... | ... | 1 | 1 | ... | ... | ... | ... | ... | 1 | ... | ... | ... |
| ... | ... | ... | 9 | 9 | ... | ... | 1 | ... | 8 | ... | ... | ... | ... |
| ... | ... | ... | 4 | 4 | ... | ... | ... | 4 | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | 31 | 27 | 58 | ... | 1 | 3 | 41 | 1 | 12 | ... | ... | ... |
| ... | ... | 52 | 7 | 59 | ... | ... | 2 | 41 | 8 | 8 | ... | ... | ... |
| 38 | ... | ... | ... | 38 | ... | ... | 6 | 22 | 4 | 6 | ... | ... | ... |
| 21 | ... | ... | ... | 21 | ... | ... | 3 | 10 | 6 | 2 | ... | ... | ... |
| 33 | ... | ... | ... | 33 | ... | ... | 2 | 27 | 3 | 1 | ... | ... | ... |
| 17 | 13 | 21 | 1 | 52 | ... | 2 | 2 | 28 | 14 | 6 | ... | ... | ... |
| ... | ... | ... | 1 | 1 | ... | ... | ... | 1 | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| 49 | ... | ... | ... | 49 | ... | ... | ... | 8 | 12 | 29 | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| 217 | 18 | ... | 26 | 261 | 28 | 11 | 30 | 81 | 38 | 73 | ... | ... | ... |
| 14 | ... | ... | ... | 14 | ... | ... | ... | 7 | 4 | 3 | ... | ... | ... |
| 661 | 1,197 | 419 | 105 | 2,382 | ... | 17 | 215 | 1,142 | 361 | 647 | ... | ... | ... |
| ... | 15 | ... | 3 | 18 | ... | 13 | ... | 4 | 1 | ... | ... | ... | ... |
| 15 | 7 | ... | ... | 22 | 20 | ... | ... | ... | ... | ... | ... | 2 | ... |
| 5 | 11 | ... | 1 | 17 | 17 | ... | ... | ... | ... | ... | ... | ... | ... |
| 33 | 11 | ... | ... | 44 | 43 | ... | ... | ... | ... | ... | ... | 1 | ... |
| 8 | 39 | ... | ... | 47 | 46 | 1 | ... | ... | ... | ... | ... | ... | ... |
| 1,835 | 14 | ... | 59 | 1,908 | ... | 7 | 324 | 704 | 236 | 637 | ... | ... | ... |
| 48 | 106 | 8 | 22 | 184 | ... | 44 | 13 | 82 | 17 | 27 | ... | 1 | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| 396 | ... | ... | 17 | 413 | ... | 6 | 32 | 136 | 30 | 159 | ... | ... | ... |
| 9 | 8 | ... | 3 | 20 | ... | 7 | 1 | 5 | 1 | 6 | ... | ... | ... |
| 14 | 6 | ... | 2 | 22 | ... | 5 | 2 | 6 | 3 | 6 | ... | ... | ... |
| 144 | ... | ... | ... | 144 | ... | 4 | 8 | 42 | 11 | 79 | ... | ... | ... |
| 92 | ... | ... | ... | 92 | ... | 5 | 12 | 52 | 11 | 12 | ... | ... | ... |
| 11 | ... | ... | ... | 11 | ... | 11 | ... | ... | ... | ... | ... | ... | ... |
| 31 | ... | ... | ... | 31 | ... | 16 | ... | 8 | ... | 7 | ... | ... | ... |
| 29 | ... | 5 | ... | 34 | ... | ... | ... | 14 | 10 | 10 | ... | ... | ... |
| 34 | ... | ... | ... | 34 | ... | 1 | 1 | 4 | 7 | 21 | ... | ... | ... |
| 19 | ... | ... | 8 | 27 | ... | 3 | 3 | 7 | 5 | 9 | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |

Examination; (3) Junior Anglo-Vernacular Certificate Examination; (4) Senior Vernacular Certificate Examination;

RETURN SHOWING THE DISTRIBUTION OF LOCAL FUND AND MUNICIPAL EXPENDITURE

EXPENDITURE OF DISTRICT BOARDS ON PUBLIC INSTRUCTION.

| OBJECTS OF EXPENDITURE. | In Institutions managed by District Boards. | | | | | | | | | | | In Institutions managed by | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number of Institutions. | Number of scholars on the rolls on the 31st of March. | Average number on the rolls monthly during the year. | Average daily attendance. | Provincial Revenues. | District Funds. | Municipal Grants. | Fees. | Subscriptions. | Endowments and other sources. | Total. | The Government. | Municipal Boards. | Private Persons or Associations. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| | | | | | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. |
| **Arts Colleges.** | | | | | | | | | | | | | | |
| *Collegiate Education.* English | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 300 |
| *Collegiate Education.* Oriental | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| **Colleges or Departments of Colleges for Professional Training.** | | | | | | | | | | | | | | |
| *Collegiate Education.* Law | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| *Collegiate Education.* Medicine | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| *Collegiate Education.* Engineering | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| *Collegiate Education.* Teaching | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 2,196 | ... | ... |
| *Collegiate Education.* Agriculture | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| *Collegiate Education.* Veterinary | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Total | ... | ... | ... | ... | ... | | ... | ... | ... | ... | ... | 2,196 | ... | 300 |
| **Secondary Schools.** | | | | | | | | | | | | | | |
| *School Education, General.* For Boys. High Schools | ... | 7 | 2,075 | 2,197 | 1912 | ... | 22,485 | 1,568 | 42,541 | ... | 183 | 66,777 | 245 | 3,160 | 7,656 |
| *School Education, General.* For Boys. Middle Schools English | ... | 35 | 8,004 | 7,973 | 7,055 | ... | 38,145 | 14,085 | 1,03,605 | 855 | 223 | 1,56,913 | ... | 6,500 | 14,127 |
| *School Education, General.* For Boys. Middle Schools Vernacular | | 133 | 25,011 | 25,719 | 22,445 | ... | 2,34,825 | 6,461 | 52,784 | 1,023 | 177 | 2,95,270 | ... | 5,767 | 2,313 |
| *School Education, General.* For Girls. High Schools | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| *School Education, General.* For Girls. Middle Schools English | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| *School Education, General.* For Girls. Middle Schools Vernacular | | 6 | 919 | 893 | 724 | ... | 10,034 | ... | ... | ... | 3 | 10,037 | ... | ... | 3,139 |
| Total | ... | 181 | 36,009 | 36,787 | 32,166 | ... | 3,05,489 | 22,114 | 1,98,930 | 1,878 | 586 | 5,28,997 | 245 | 15,427 | 27,235 |
| **Primary Schools.** | | | | | | | | | | | | | | |
| *School Education, General.* For Boys. Upper Primary | ... | 2,842 | 150 069 | 140,331 | 122,930 | ... | 9,79,716 | 696 | 74,080 | 2,132 | 1,073 | 10,57,697 | ... | 144 | 1,10,946 |
| *School Education, General.* For Boys. Lower Primary | ... | 355 | 12,405 | 11 055 | 9,382 | ... | 83 178 | 4 | 4,858 | 7 | 133 | 88,18 | ... | 348 | 14,446 |
| *School Education, General.* For Girls. Upper Primary | ... | 396 | 15,059 | 14,020 | 11,666 | ... | 1,31,330 | 709 | 2 | 134 | 198 | 1,32,373 | ... | 388 | 25,638 |
| *School Education, General.* For Girls. Lower Primary | ... | 22 | 679 | 609 | 516 | ... | 6,462 | ... | ... | 10 | 1 | 6,473 | ... | ... | 4,753 |
| Total | ... | 3,615 | 178,212 | 166.015 | 144,494 | ... | 12,00,686 | 1,409 | 78,940 | 2,283 | 1,405 | 12,84,723 | ... | 880 | 1,55,783 |
| **Schools for Special Instruction.** | | | | | | | | | | | | | | |
| *School Education, Special.* Training Schools for Masters | ... | 8 | 132 | 120 | 127 | ... | 16,309 | ... | ... | ... | 7 | 16,316 | ... | ... | ... |
| *School Education, Special.* Training Schools for Mistresses | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 540 |
| *School Education, Special.* Schools for Art | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| *School Education, Special.* Law Schools | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| *School Education, Special.* Medical Schools | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| *School Education, Special.* Engineering and Surveying Schools | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 142 | ... | ... |
| *School Education, Special.* Technical and Industrial Schools | 13 | 927 | 862 | 730 | ... | 31,023 | ... | 802 | 42 | 151 | 32,023 | ... | ... | 2,800 |
| *School Education, Special.* Commercial Schools | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| *School Education, Special.* Agricultural Schools | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| *School Education, Special.* Other Schools | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Total | ... | 21 | 1,059 | 992 | 857 | ... | 47,337 | ... | 802 | 42 | 158 | 48,339 | 142 | ... | 3,340 |
| *Buildings* | ... | ... | ... | ... | ... | ... | 7,29,434 | 556 | ... | 5,466 | ... | 7,35,456 | ... | 16,322 | 3,170 |
| *Furniture and Apparatus.* (Special Grants only). | ... | ... | ... | ... | ... | ... | 60,966 | | ... | ... | ... | 60,966 | ... | 194 | 55 |
| Total | ... | ... | ... | ... | ... | ... | 7,90,400 | 556 | ... | 5,466 | ... | 7,96,422 | ... | 16,516 | 3,225 |
| *University* | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| *Direction* | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| *Inspection* | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| *Scholarships held in* Arts Colleges | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| *Scholarships held in* Medical Colleges | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| *Scholarships held in* Other Professional Colleges | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| *Scholarships held in* Secondary Schools | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| *Scholarships held in* Primary Schools | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| *Scholarships held in* Medical Schools | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| *Scholarships held in* Technical and Industrial Schools | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| *Scholarships held in* Other Special Schools | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| *Miscellaneous* | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Total | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Grand Total | ... | 3,817 | 215,280 | 203,794 | 177,517 | ... | 23,43,912 | 24,079 | 2,78,672 | 9,669 | 2,149 | 26,58,481 | 2,583 | 32,823 | 1,89,383 |

# RAL TABLE VII.

ON PUBLIC INSTRUCTION IN THE PUNJAB FOR THE OFFICIAL YEAR 1915-16.

| Total District Fund Expenditure on Public Instruction. | EXPENDITURE OF MUNICIPAL BOARDS ON PUBLIC INSTRUCTION. | | | | | | | | | | | | | | | | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | In Institutions managed by Municipal Boards. | | | | | | | | | | | In Institutions managed by | | | Total Municipal Expenditure on Public Instruction. | Total expenditure of Local Fund and Municipal Boards on Public Instruction. | |
| | Number of Institutions. | Number of scholars on the rolls on 31st of March. | Average number on the rolls monthly during the year. | Average daily attendance. | Provincial Revenues. | Municipal Funds. | District Funds. | Fees. | Subscriptions. | Endowments and other sources. | Total. | The Government. | District Boards. | Private persons or Associations. | | | |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |
| Rs. | | | | | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | |
| 300 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 967 | 967 | 1,267 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 2,196 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1,131 | ... | ... | 1,131 | 3,327 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 2,496 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1,131 | ... | 967 | 2,098 | 4,594 | |
| 33,546 | 6 | 2,235 | 2,320 | 2,068 | ... | 12,893 | 3,160 | 45,684 | 26 | 18 | 61,781 | 125 | 1,568 | 59,201 | 73,787 | 1,07,333 | |
| 58,772 | 32 | 7,723 | 7,532 | 6,682 | ... | 52,877 | 6,500 | 85,698 | 540 | 3,049 | 1,48,664 | ... | 14,085 | 8,175 | 75,137 | 1,33,909 | |
| 2,42,905 | 12 | 1,978 | 2,159 | 1,864 | ... | 15,364 | 5,767 | 4,567 | ... | 14 | 25,712 | ... | 6,461 | ... | 21,825 | 2,64,730 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 6,540 | 6,540 | 6,540 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1,393 | 1,393 | 1,393 | |
| 13,173 | 10 | 1,752 | 1,594 | 1,210 | ... | 24,869 | ... | ... | ... | 30 | 24,899 | ... | ... | 17,660 | 42,469 | 55,642 | |
| 3,48,396 | 60 | 13,688 | 13,605 | 11,824 | ... | 1,06,003 | 15,427 | 1,35,949 | 566 | 3,111 | 2,61,056 | 125 | 22,114 | 92,909 | 2,21,151 | 5,69,547 | |
| 10,90,806 | 11 | 1,811 | 1,767 | 1,549 | ... | 10,593 | 144 | 9,296 | 3 | 92 | 20,128 | ... | 696 | 21,231 | 32,520 | 11,23,326 | |
| 97,972 | 95 | 8,576 | 7,846 | 6,573 | ... | 66,062 | 348 | 7,793 | ... | 198 | 74,401 | ... | 4 | 7,358 | 73,424 | 1,71,396 | |
| 1,57,356 | 109 | 6,425 | 5,915 | 4,743 | ... | 61,431 | 388 | 1 | 26 | 521 | 62,367 | ... | 709 | 27,864 | 90,004 | 2,47,360 | |
| 11,215 | 57 | 3,272 | 3,095 | 2,280 | ... | 26,896 | ... | ... | 25 | ... | 26,921 | ... | ... | 2,179 | 29,075 | 40,290 | |
| 13,57,349 | 272 | 20,084 | 18,623 | 15,145 | ... | 1,64,982 | 880 | 17,090 | 54 | 811 | 1,83,817 | ... | 1,409 | 58,632 | 2,25,023 | 15,82,372 | |
| 16,309 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 16,309 | |
| 540 | 2 | 26 | 22 | 21 | 773 | 1,811 | ... | ... | ... | ... | 2,584 | ... | ... | 45 | 1,856 | 2,396 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 142 | ... | ... | ... | ... | ... | ... | ... | | ... | ... | ... | 90 | ... | ... | 90 | 232 | |
| 33,828 | 9 | 836 | 824 | 721 | ... | 20,336 | ... | 1,013 | ... | 398 | 21,747 | ... | ... | 3,106 | 23,442 | 57,270 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 50,819 | 11 | 862 | 846 | 742 | 773 | 22,147 | ... | 1,013 | ... | 398 | 24,331 | 90 | ... | 3,151 | 25,388 | 76,207 | |
| 7,48,926 | ... | ... | ... | ... | ... | 62,500 | 16,322 | ... | ... | ... | 78,822 | ... | 556 | ... | 63,056 | 8,11,982 | |
| 61,215 | ... | ... | ... | ... | ... | 13,289 | 194 | ... | ... | ... | 13,483 | ... | ... | 392 | 13,681 | 74,896 | |
| 8,10,141 | ... | ... | ... | ... | ... | 75,789 | 16,516 | ... | ... | ... | 92,305 | ... | 556 | 392 | 76,737 | 8,86,878 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 53,702 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 5,925 | 59,627 | |
| 1,739 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 2,892 | 4,631 | |
| 542 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 224 | 766 | |
| 1,431 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 243 | 1,674 | |
| 72,843 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 14,535 | 87,378 | |
| 1,116 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 716 | 1,832 | |
| 936 | ... | ... | | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 96 | 1,032 | |
| 9,344 | ... | ... | ... | | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 2,898 | 12,242 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 76,420 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | | ... | 21,519 | 97,939 | |
| 2,18,073 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 49,048 | 2,67,121 | |
| 27,87,274 | 343 | 34,634 | 33,074 | 27,711 | 773 | 3,68,921 | 32,823 | 1,54,052 | 620 | 4,320 | 5,61,509 | 1,346 | 24,079 | 1,56,051 | 5,99,445 | 33,86,719 | |

# EDUCATION—GENERAL TABLE VIII.

## RETURN SHOWING THE ATTENDANCE AND EXPENDITURE IN HOSTELS OR BOARDING-HOUSES FOR THE OFFICIAL YEAR 1915-16.

| Class of Hostel or Boarding-houses. | Number of | | Number of Boarders who are students of | | | | | | Expenditure from | | | | | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Hostels or Boarding-houses. | Boarders. | Arts Colleges. | Colleges for Professional Training. | Secondary Schools. | *Primary Schools.* Upper Primary Schools. | *Primary Schools.* Lower Primary Schools. | Special Schools. | Provincial Revenues. | Local or Municipal Funds. | Subscriptions and Endowments. | Fees. | Total Expenditure. | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| **For Males.** | | | | | | | | | Rs. | Rs. | Rs. | Rs. | Rs. | |
| 1. Managed by Government. | 53 | 3,950 | 320 | 466 | 2,188 | 40 | ... | 936 | 71,380 | ... | (a) 9,994 | 64,961 | (a) 1,46,335 | (a) Includes Rs 8,759 from Imperial Revenues. |
| 2. Managed by Local or Municipal Boards. | 238 | 5,976 | ... | ... | 5,503 | 293 | ... | 180 | ... | 44,287 | 38 | 30,281 | 74,606 | |
| 3. Aided by Government or by Local or Municipal Boards. | 82 | 4,353 | 234 | 14 | 4,012 | 59 | 3 | 31 | 28,489 | 1,213 | 47,280 | 57,150 | 1,34,132 | |
| 4. Unaided ... | 89 | 5,842 | 1,680 | 159 | 3,698 | 198 | .... | 107 | ... | ... | 50,538 | 90,893 | 1,41,431 | |
| Total ... | 462 | 20,121 | 2,234 | 639 | 15,401 | 590 | 3 | 1,254 | 99,869 | 45,500 | (b) 1,07,850 | 2,43,285 | (b) 4,96,504 | (b) Includes Rs. 8,759 from Imperial Revenues. |
| **For Females.** | | | | | | | | | | | | | | |
| 1. Managed by Government. | 4 | 444 | ... | ... | 400 | ... | ... | 44 | 10,676 | ... | (c) 8,750 | 28,443 | (c) 47,869 | (c) Includes Rs. 8,750 from Imperial Revenues. |
| 2. Managed by Local or Municipal Boards. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 3. Aided by Government or by Local or Municipal Boards. | 26 | 1,285 | ... | ... | 1,095 | ... | ... | 190 | 24,937 | 780 | 70,930 | 1,17,127 | 2,13,774 | |
| 4. Unaided ... | 20 | 1,123 | 11 | 38 | 578 | 479 | ... | 17 | ... | ... | 43,841 | 8,949 | 52,790 | |
| Total ... | 50 | 2,852 | 11 | 38 | 2,073 | 479 | ... | 251 | 35,613 | 780 | (d) 1,23,521 | 1,54,519 | (d) 3,14,433 | (d) Includes Rs. 8,750 from Imperial Revenues. |
| Grand Total ... | 512 | 22,973 | 2,245 | 677 | 17,474 | 1,069 | 3 | 1,505 | 1,35,482 | 46,280 | (e) 2,31,371 | 3,97,804 | (e) 8,10,937 | (e) Includes Rs. 17,509 from Imperial Revenues. |

# EDUCATION—GENERAL TABLE VIII-A.

## RETURN SHOWING THE ATTENDANCE AND EXPENDITURE IN HOSTELS OR BOARDING-HOUSES (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1915-16.

| Class of Hostels or Boarding-houses. | Number of | | Number of Boarders who are Students of | | | | | | Expenditure from | | | | | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Hostels or Boarding-houses. | Boarders. | Arts Colleges. | Colleges for Professional Training. | Secondary Schools. | *Primary Schools* Upper Primary Schools. | *Primary Schools* Lower Primary Schools. | Special Schools. | Provincial Revenues. | Local or Municipal Funds. | Subscriptions and Endowments. | Fees. | Total Expenditure. | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| | | | | | | | | | Rs. | Rs. | Rs. | Rs. | Rs. | |
| **For Males.** | | | | | | | | | | | | | | |
| 1. Managed by Government. | 3 | 415 | ... | 20 | 395 | ... | ... | ... | 17,773 | ... | (a) 8,759 | 29,903 | 56,435 | (a) Includes Rs. 8,759 from Imperial Revenues. |
| 2. Aided by Government | 4 | 212 | ... | ... | 212 | ... | ... | ... | 8,135 | ... | 6,045 | 29,678 | 43,858 | |
| 3. Unaided ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Total ... | 7 | 627 | ... | 20 | 607 | ... | ... | ... | 25,908 | ... | (b) 14,804 | 59,581 | (b) 1,00,293 | (b) Includes Rs. 8,759 from Imperial Revenues. |
| **For Females.** | | | | | | | | | | | | | | |
| 1. Managed by Government. | 2 | 375 | ... | ... | 375 | ... | ... | ... | 8,718 | ... | (c) 8,750 | 16,635 | (c) 34,103 | (c) Includes Rs. 8,750 from Imperial Revenues. |
| 2. Aided by Government | 14 | 780 | ... | ... | 780 | ... | ... | ... | 21,940 | ... | 53,452 | 92,650 | 1,68,042 | |
| 3. Unaided ... | 1 | 38 | ... | 38 | ... | ... | ... | ... | ... | ... | ... | 2,191 | 2,191 | |
| Total ... | 17 | 1,193 | ... | 38 | 1,155 | ... | ... | ... | 30 658 | ... | (d) 62,202 | 1,11,476 | (d) 2,04,336 | (d) Includes Rs. 8,750 from Imperial Revenues. |
| Grand Total ... | 24 | 1,820 | ... | 58 | 1,762 | ... | ... | ... | 56,566 | ... | (e) 77,006 | 1,71,057 | 3,04,629 | (e) Includes Rs. 17,509 from Imperial Revenues. |

# EDUCATION—GENERAL TABLE IX.

RETURN OF THE NUMBER AND QUALIFICATIONS OF TEACHERS SERVING IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1915-16.

| | | In Primary Schools. | | | | | Middle Schools. | | | | | High Schools. | | | | | Colleges. | | | | | Total. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Government. | Board. | Municipal. | Aided. | Unaided. | Government. | Board. | Municipal. | Aided. | Unaided. | Government. | Board. | Municipal. | Aided. | Unaided. | Government. | Board. | Municipal. | Aided. | Unaided. | |
| In Schools for Indians. | Teachers of Vernacular ... Trained ... | 31 | 4,130 | 233 | 174 | 22 | 6 | 1 098 | 261 | 191 | 61 | 183 | 31 | 29 | 324 | 48 | ... | ... | ... | ... | ... | 6,822 |
| | Teachers of Vernacular ... Untrained ... | 1 | 2,005 | 424 | 1,917 | 241 | 4 | 257 | 137 | 274 | 36 | 69 | 17 | 13 | 254 | 55 | ... | ... | ... | ... | ... | 5,704 |
| | Total ... ... | 32 | 6,135 | 657 | 2,091 | 263 | 10 | 1,355 | 398 | 465 | 97 | 252 | 48 | 42 | 578 | 103 | ... | ... | ... | ... | ... | 12,526 |
| | Anglo-vernacular teachers and teachers of Classical Languages. Trained ... | 12 | 5 | 6 | 10 | 4 | 2 | 105 | 93 | 93 | 36 | 297 | 40 | 41 | 445 | 66 | 3 | ... | ... | 11 | 3 | 1,272 |
| | Untrained ... | ... | 2 | 6 | 36 | 6 | 11 | 73 | 64 | 126 | 88 | 152 | 26 | 17 | 421 | 74 | 24 | ... | ... | 78 | 33 | 1,237 |
| | Total ... | 12 | 7 | 12 | 46 | 10 | 13 | 178 | 157 | 219 | 124 | 449 | 66 | 58 | 866 | 140 | 27 | ... | ... | 89 | 36 | 2,509 |
| | Possessing a degree. | ... | 1 | 2 | 1 | ... | 1 | 22 | 15 | 35 | 22 | 151 | 21 | 17 | 258 | 57 | 27 | ... | ... | 74 | 35 | 739 |
| | Possessing no degree. | 12 | 6 | 10 | 45 | 10 | 12 | 156 | 142 | 184 | 102 | 298 | 45 | 41 | 608 | 83 | ... | ... | ... | 15 | 1 | 1,770 |
| | Total ... ... | 12 | 7 | 12 | 46 | 10 | 13 | 178 | 157 | 219 | 124 | 449 | 66 | 58 | 866 | 140 | 27 | ... | ... | 89 | 36 | 2,509 |
| In Schools for Europeans ... | Trained ... | ... | ... | ... | 6 | ... | ... | ... | ... | 38 | ... | 27 | ... | ... | 47 | ... | ... | ... | ... | ... | ... | 118 |
| | Untrained ... | ... | ... | ... | 8 | ... | ... | ... | ... | 28 | ... | 15 | ... | ... | 47 | ... | ... | ... | ... | ... | ... | 98 |
| | Total ... | ... | ... | ... | 14 | ... | ... | ... | ... | 66 | ... | 42 | ... | ... | 94 | ... | ... | ... | ... | ... | ... | 216 |
| | Possessing a degree. | ... | ... | ... | ... | ... | ... | ... | ... | 1 | ... | 5 | ... | ... | 12 | ... | ... | ... | ... | ... | ... | 18 |
| | Possessing no degree. | ... | ... | ... | 14 | ... | ... | ... | ... | 65 | ... | 37 | ... | ... | 82 | ... | ... | ... | ... | ... | ... | 198 |
| | Total ... ... | ... | ... | ... | 14 | ... | ... | ... | ... | 66 | ... | 42 | ... | ... | 94 | ... | ... | ... | ... | ... | ... | 216 |
| Grand Total of all Teachers ... | | 44 | 6,142 | 669 | 2,151 | 273 | 23 | 1,533 | 555 | 750 | 221 | 743 | 114 | 100 | 1,538 | 243 | 27 | ... | ... | 89 | 36 | 15,251 |

Note—The two totals will be identical.

# EDUCATION—GENERAL TABLE X.

*Statement showing particulars of Maktabs, Mulla Schools, and Pathshálas in the Punjab for the official year* 1915-16.

| Particulars. | | Classed in general table III as "primary schools." | Classed in general table III as "other schools." | Classed in general table III as "private institutions." | TOTAL. |
|---|---|---|---|---|---|
| 1 | | 2 | 3 | 4 | 5 |
| MAKTABS. | | Rs. | Rs. | Rs. | Rs. |
| 1. Institutions ... ... | For boys ... | 1,032 | ... | 1,138 | 2,170 |
| | For girls ... | 159 | ... | 444 | 603 |
| 2. Pupils ... ... | For boys ... | 40,826 | ... | 19,700 | 60,526 |
| | For girls ... | 6,351 | ... | 7,288 | 13,639 |
| 3. Expenditure from Provincial Funds ... ... | | 264 | ... | ... | 264 |
| 4. Expenditure from District or Local Funds... ... | | 1,20,134 | ... | ... | 1,20,134 |
| 5. Expenditure from Municipal Funds ... ... | | 15,575 | ... | ... | 15,575 |
| 6. Fees ... ... ... ... ... | | 3,204 | ... | ... | 3,204 |
| 7. Other sources ... ... ... ... | | 17,576 | ... | ... | 17,576 |
| 8. Total expenditure ... ... ... ... | | 1,56,753 | ... | ... | 1,56,753 |
| MULLA SCHOOLS. | | | | | |
| 1. Institutions ... ... | For boys ... | 1 | ... | 699 | 700 |
| | For girls ... | ... | ... | 364 | 364 |
| 2. Pupils ... ... | For boys ... | 48 | ... | 11,679 | 11,727 |
| | For girls ... | ... | ... | 4,797 | 4,797 |
| 3. Expenditure from Provincial Funds ... ... | | ... | ... | ... | ... |
| 4. Expenditure from District or Local Funds ... | | ... | ... | ... | ... |
| 5. Expenditure from Municipal Funds ... ... | | 166 | ... | ... | 166 |
| 6. Fees ... ... ... ... | | ... | ... | ... | ... |
| 7. Other sources ... ... ... ... | | ... | ... | ... | ... |
| 8. Total expenditure ... ... ... | | 166 | ... | ... | 166 |
| PATHSHALAS. | | | | | |
| 1. Institutions ... ... | For boys ... | 124 | ... | 398 | 522 |
| | For girls ... | 50 | ... | 33 | 83 |
| 2. Pupils ... ... | For boys ... | 4,832 | ... | 11,607 | 16,439 |
| | For girls ... | 1,758 | ... | 1,015 | 2,773 |
| 3. Expenditure from Provincial Funds ... ... | | ... | ... | ... | ... |
| 4. Expenditure from District or Local Funds... ... | | 10,315 | ... | ... | 10,315 |
| 5. Expenditure from Municipal Funds ... ... | | 6,448 | ... | ... | 6,448 |
| 6. Fees ... ... ... ... ... | | 655 | ... | ... | 655 |
| 7. Other sources ... ... ... ... | | 22,175 | ... | ... | 22,175 |
| 8. Total expenditure ... ... ... | | 39,593 | ... | ... | 39,593 |

# EDUCATION—GENERAL TABLE XI.

SUPPLEMENTARY RETURN SHOWING PARTICULARS OF VERNACULAR PRIMARY SCHOOLS FOR BOYS BY DISTRICTS FOR THE YEAR ENDING 31ST MARCH 1916.

| Serial No. | Districts. | NUMBER OF SCHOOLS. | | | | | | | NUMBER OF SCHOLARS. | | | | | | | Total Expenditure (direct and indirect) on Schools. | | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Under Public Management. | | Under Private Management. | | | | | Under Public Management. | | Under Private Management. | | | | | | | |
| | | | | *Aided.* | | *Unaided.* | | | | | *Aided.* | | *Unaided.* | | | | | |
| | | Upper. | Lower. | Upper. | Lower. | Upper. | Lower. | Total. | Upper. | Lower. | Upper. | Lower. | Upper. | Lower. | Total. | Under Public Management. | Aided. | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| | | | | | | | | | | | | | | | | Rs. | Rs. | |
| 1 | Hissar | 104 | 37 | 12 | ... | 3 | ... | 156 | 3,065 | 1,207 | 537 | ... | 146 | ... | 4,955 | 41,344 | 4,335 | |
| 2 | Rohtak | 121 | 8 | 10 | ... | 4 | ... | 143 | 5,998 | 671 | 465 | ... | 139 | ... | 7,273 | 51,351 | 3,525 | |
| 3 | Gurgaon | 112 | 8 | 33 | ... | 13 | ... | 166 | 4,891 | 523 | 1,266 | ... | 441 | ... | 7,121 | 42,164 | 7,095 | |
| 4 | Karnal | 88 | 23 | 16 | 4 | ... | 4 | 135 | 2,821 | 786 | 531 | 217 | ... | 92 | 4,447 | 34,058 | 2,776 | |
| 5 | Ambala | 130 | 4 | 35 | 3 | 4 | 2 | 178 | 5,983 | 437 | 1,407 | 229 | 86 | 71 | 8,213 | 50,110 | 10,608 | |
| 6 | Simla | 7 | 9 | ... | 1 | ... | ... | 17 | 472 | 215 | ... | 28 | ... | ... | 715 | 13,025 | 223 | |
| | Total | 562 | 89 | 106 | 8 | 24 | 6 | 795 | 23,230 | 3,839 | 4,206 | 474 | 812 | 163 | 32,724 | 2,32,052 | 28,562 | |
| 7 | Kangra | 67 | 12 | 33 | 62 | 2 | 21 | 197 | 4,596 | 555 | 1,244 | 1,952 | 69 | 443 | 8,859 | 46,938 | 11,906 | |
| 8 | Hoshiarpur | 156 | 2 | 68 | ... | 18 | ... | 244 | 10,690 | 138 | 2,873 | ... | 642 | ... | 14343 | 89.161 | 8,256 | |
| 9 | Jullundur | 113 | 7 | 17 | 34 | ... | 8 | 179 | 7,281 | 229 | 707 | 1,103 | ... | 254 | 9,494 | 59,790 | 5,893 | |
| 10 | Ludhiana | 84 | 9 | 22 | 2 | 1 | 2 | 120 | 4,590 | 350 | 801 | 141 | 53 | 79 | 6,014 | 50,701 | 2,733 | |
| 11 | Ferozepore | 108 | 32 | 16 | 16 | ... | 3 | 175 | 5,591 | 1,214 | 676 | 541 | ... | 242 | 8,264 | 79,070 | 5,549 | |
| | Total | 528 | 62 | 156 | 114 | 21 | 34 | 915 | 32,668 | 2,486 | 6,301 | 3,737 | 764 | 1,018 | 46,974 | 3,25,660 | 34,337 | |
| 12 | Lahore | 91 | 18 | ... | 41 | ... | 12 | 162 | 4,468 | 1,466 | ... | 1,525 | ... | 456 | 7,915 | 42,899 | 10,021 | |
| 13 | Amritsar | 98 | 12 | 73 | ... | ... | ... | 183 | 6,062 | 1,505 | 2,744 | ... | ... | ... | 10,311 | 60,534 | 12,992 | |
| 14 | Gurdaspur | 138 | 47 | 55 | 1 | 10 | 1 | 252 | 7,820 | 1,989 | 1,844 | 85 | 317 | 29 | 12,084 | 74.558 | 8,977 | |
| 15 | Sialkot | 162 | 11 | 86 | ... | 10 | ... | 269 | 12,640 | 1,370 | 3,397 | ... | 297 | ... | 17,704 | 1,03,226 | 11,920 | |
| 16 | Gujranwala | 110 | 39 | 52 | 3 | 9 | ... | 213 | 5,574 | 1,651 | 1,763 | 289 | 260 | ... | 9,537 | 51,184 | 14,347 | |
| | Total | 599 | 127 | 266 | 45 | 29 | 13 | 1,079 | 36,564 | 7,981 | 9,748 | 1,899 | 874 | 435 | 57,551 | 3,32,401 | 58,260 | |
| 17 | Gujrat | 96 | 2 | 98 | ... | 17 | ... | 213 | 8,016 | 120 | 5,491 | ... | 791 | ... | 14,418 | 43,905 | 12,628 | |
| 18 | Shahpur | 155 | 5 | 37 | ... | 9 | ... | 206 | 6,289 | 416 | 1,321 | ... | 255 | ... | 8,281 | 44,919 | 4,318 | |
| 19 | Jhelum | 67 | 2 | 68 | ... | 8 | ... | 145 | 5,590 | 210 | 3,563 | ... | 363 | ... | 9,726 | 37,903 | 10,898 | |
| 20 | Rawalpindi | 84 | 3 | 37 | 3 | ... | 6 | 133 | 4,675 | 82 | 1,876 | 253 | ... | 178 | 7,064 | 35,353 | 8,604 | |
| 21 | Attock | 55 | 2 | 42 | ... | 7 | ... | 106 | 2,709 | 239 | 1,712 | ... | 239 | ... | 4,949 | 25,934 | 6,126 | |
| 22 | Mianwali | 67 | 8 | 39 | ... | 3 | ... | 117 | 3,487 | 357 | 1,704 | ... | 123 | ... | 5,671 | 31,535 | 5,066 | |
| | Total | 524 | 22 | 321 | 3 | 44 | 6 | 920 | 30,766 | 1,424 | 15,667 | 253 | 1,821 | 178 | 50,109 | 2,19,599 | 47,640 | |
| 23 | Montgomery | 80 | 26 | ... | 2 | ... | 1 | 109 | 3,086 | 916 | ... | 49 | ... | 15 | 4,066 | 32,548 | 545 | |
| 24 | Lyallpur | 232 | 50 | 21 | 18 | ... | ... | 321 | 9,740 | 1,924 | 917 | 639 | ... | ... | 13,220 | 86,878 | 5,777 | |
| 25 | Jhang | 73 | 8 | 47 | ... | 8 | ... | 136 | 3,302 | 289 | 1,901 | ... | 306 | ... | 5,798 | 31,914 | 6,607 | |
| 26 | Multan | 98 | 35 | 25 | 4 | ... | ... | 162 | 4,526 | 1,512 | 1,092 | 447 | ... | ... | 7,577 | 47,644 | 5,466 | |
| 27 | Muzaffargarh | 72 | 26 | 36 | ... | 1 | 5 | 140 | 2,659 | 493 | 1,275 | ... | 84 | 144 | 4,655 | 29.380 | 5,577 | |
| 28 | Dera Ghazi Khan | 77 | 7 | 42 | 4 | 1 | ... | 131 | 3,541 | 245 | 1,843 | 143 | 121 | ... | 5,893 | 34,956 | 5,952 | |
| | Total | 632 | 152 | 171 | 28 | 10 | 6 | 999 | 26,854 | 5,379 | 7,028 | 1,278 | 511 | 159 | 41,209 | 2,63,320 | 30,924 | |
| | Grand Total | 2,845 | 452 | 1,020 | 198 | 128 | 65 | 4,708 | 150,082 | 21,109 | 42,950 | 7,641 | 4,782 | 2,003 | 228,567 | 13,73,032 | 1,99,723 | |

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# Report on the Progress of Education in the Punjab during the quinquennium ending 1916-17.

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# REPORT

ON THE

# PROGRESS OF EDUCATION

IN THE

# PUNJAB

*During the quinquennium ending*

**1916-17.**

**Lahore :**

PRINTED BY THE SUPERINTENDENT, GOVERNMENT PRINTING, PUNJAB,

1917.

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Proceedings of His Honour the Lieutenant-Governor of the Punjab in the Home (General) Department, No. 1607, dated 21st January 1918.

READ—

The Report of the Director of Public Instruction, Punjab, for the quinquennium ending the 31st March 1917.

REMARKS.—Some of the leading features of the present report have already been referred to by the Lieutenant-Governor in his Convocation address last December. The total expenditure for the year 1916-17 is Rs. 109 lakhs as compared with 69 in 1911-12. Students of all classes number 477,000 as compared with 381,000, and the number of institutions has risen from 7,400 to 9,400. Many new buildings have been erected, both by Government and by local or communal bodies receiving building grants from Government, the number of trained teachers has almost doubled and there has been a marked improvement in the pay and prospects of teachers, so that in the lower grades, at any rate, the teaching profession is now able to hold its own in the market. This progress has been largely due to the liberal grants made by the Government of India, amounting in all to a total of just over half a crore of rupees, three-quarters of which was non-recurring.

2. On the other hand, during the last two years of the period under review, the rate of progress has been retarded by the war. Imperial grants have been reduced; the scheme for the construction of a second Government College outside Lahore has been in abeyance, several appointments sanctioned before the war have not been filled and more than one member of the staff of the Government College, Lahore, has joined the Indian Army Reserve of Officers; the Sanawar Training Class has been depleted of half its members, and the project of opening a second Training College at Jullundur has been postponed.

3. There has been a very marked difference between municipalities and district boards in regard to the encouragement of primary education. The Government of India Resolution of 21st February 1913 on Indian Educational Policy emphasized the necessity for "the widest possible extension of primary education on a voluntary basis." The Director deplores the failure of municipal committees to realize their obligations in this respect, and the Lieutenant-Governor observes that the municipalities he pillories include some of the most important in the province, such as those of Amritsar, Ludhiána and Jullundur. Mr. Richey's explanation is that municipal councillors, as a rule, mainly think of providing the education required by the well-to-do classes to which they themselves belong, and tend to ignore the claims of primary education. If this view is correct, the indictment is a serious one and the committees in question should do what they can to remove the reproach. It is refreshing to learn that the net expenditure of the district boards, apart from Imperial grants, has risen during the last five years from 8 to 13 lakhs, the greater part of which has been devoted to primary and vernacular education. The system of fixed grants per school for vernacular education has again been subjected to criticism on the ground that it makes no allowance for the growth of expenditure on schools already in existence. It should not be difficult to remedy this defect, and the Lieutenant-Governor will be interested to learn what solution has been suggested by the Committee which recently sat to consider the matter. The District Boards of Lyallpur, Jhelum and Ferozepore have been specially commended for their practical encouragement of primary schools.

4. Collegiate education has shown considerable extension during the quinquennium, the number of students having risen from 2,462 to 4,221. Expenditure on new college buildings amounted to about 6⅓ lakhs while recurring expenditure rose to 6½ lakhs, an increase of 78 per cent. It is satisfactory to record that 48 per cent. of the total expenditure was met from fees. Of the ten Arts Colleges in the province, seven are situated in Lahore, where greater facilities exist for the pursuit of higher studies, and are in close proximity to one another forming as it were an academic quarter of the town. The Director comments favourably on the mutual relations between the Colleges, and on the general behaviour of the students. It is perhaps open to question whether the capital of the province is an ideal locality for a large residential University, but in the Punjab we have made

our choice and must abide by it. The pressure on accommodation in Lahore may be alleviated in time by the construction of second grade colleges in outlying districts, like that recently opened at Gujranwala.

To what extent the graduates of the University are able to find employment is a question on which the Report does not touch. The dearth of occupations formed the subject of more than one of Dr. Ewing's Convocation addresses, and it would be interesting to know how far the country in its present stage of advancement is able to absorb the output of the University. The question is one of some economic importance, and an enquiry by the University authorities might elicit information which would be of considerable value.

The growth of College hostels is a satisfactory feature of the quinquennium. The report states that in Arts Colleges 2,399 students out of a total of 4,221 reside in premises controlled by colleges. There is nothing to show how many of these are living in branch boarding-houses, and how many in lodging-houses or private messes. The answer to these questions would give the measure of the insufficiency of hostel accommodation. But in spite of this insufficiency, it is clear that there has been a development in the corporate and social life of the colleges. The Lieutenant-Governor regards this as most important, as the aim of the colleges should be to train men to take their part in the life of the community at large, and to give them the wider culture which is necessary not only for the "rational enjoyment of leisure," but also for the adequate performance of professional work.

In the spring of 1917 efforts were made to raise a company of 227 graduates and under-graduates for active service. It is a matter for regret that not more than 56 fit recruits were forthcoming. A large proportion of these were educated members of the fighting classes, and about half came from the Khalsa College. They were formed into a Brigade Signal Section. Their training is now complete and they are shortly proceeding on active service. The Lieutenant-Governor wishes them every success and has no doubt that they will prove themselves true sons of the Punjab. But it is sad to think that owing to the feeble support they have received from their fellow-students who, it was hoped, would have shown that the martial spirit of the Province is not limited to the rural classes, the unit must almost inevitably in the course of the campaign lose its distinctive character as a university corps.

5. Although the province of secondary education is, in accordance with the policy of Government, largely left to private enterprise, about three-eighths of the total expenditure of 28 lakhs is met from public funds. In 1911-12 the total expenditure was only 16 lakhs, so that the increase in the quinquennium amounts to 75 per cent. During the same period the number of pupils actually receiving secondary education increased from 50,000 to about 68,000, while the number of secondary schools for boys has risen from 309 to 418. Many new buildings have been erected, salaries have been raised and systematic medical inspection has been introduced.

On the other hand, the desire for English education on the part of those who are able to make themselves heard tends to limit the number of vernacular middle schools, which provide the poorer classes with a cheap secondary education. The compromise which has been arrived at in the Jullundur Division (see paragraph 30 of the report) deserves the consideration of district boards in other parts of the province.

One of the dangers attending secondary education is the tendency in some schools to make their course of instruction subservient to the University curriculum, and Mr. Richey complains of the fetish of examinations. This is a question which calls for very careful consideration. His Honour has recently had his attention invited to an illuminating essay by Mr. Wyatt, Inspector of Schools, Ráwalpindi Division, on "Methods of School Inspection in England," published by the Indian Bureau of Education. The author shows how schools in England went through the same stage that we are passing through in India—the stage in which the examination in a

limited range of subjects is permitted to dominate school life. He points out the evils to which this system led and shows how the examination has now been relegated to a very different position. The whole essay should be studied by those who are interested in educational reform in the Punjab.

The medical inspection of schools and scholars in the towns has at last been fairly established, but the intelligent co-operation of parents is necessary if their children are to derive full benefit from the system. More attention is being paid to physical exercise, and the Lieutenant-Governor hopes that District Officers will continue to do all they can to assist in the matter of providing playgrounds. The Director comments on the pernicious influence of tournaments, and attention is concentrated on promising athletes to the neglect of all others. The primary object of games and physical training in schools is to raise the general standard of health, rather than the individual standard of skill. A modern writer has said with a large measure of truth : " It is a good sign in a nation when such things are done badly. It shows that all the people are doing them."

The efforts that have been made during the quinquennium to improve the quality of teaching have not been without result, and the Director mentions English, Drawing, Science and Manual Training as subjects in which the improvement has been marked.

The Report speaks briefly of the moral training that is given in schools, but the most potent influence of all is that of example, and silent disapproval may often carry more weight than eloquent exhortation. Herein lies the peculiar responsibility of the schoolmaster's profession.

The record of the secondary schools of the province in connection with the war is one of which they may well be proud and proves that the younger generation has inherited to the full the loyal and martial traditions of their forefathers. In the Rawalpindi Division alone, nearly a thousand teachers and pupils have enlisted in the army, and some of the teachers have shown themselves most enthusiastic recuiters. A notable instance is that of the fifth master of the Government High School, Gujrát, who has already given his three sons for military service and has been instrumental in enlisting many other recruits. Considerable contributions have been made to various funds, in many cases the pupils decided to forego their prizes so that the money might be sent to the Red Cross or the Comforts Fund for troops in the field and the pupils at the Central Model School have subscribed nearly Rs. 10,000 to the war loan.

6. Reference has already been made to the expansion of primary education. At the end of 1911-12 there were 3,417 primary schools for boys and 179,410 pupils. According to the figures given by the Director there are now 4,913 such schools with an attendance of 245,628. Five years ago there was a school for every 10 villages : now there is one for every 7. Progress has, however, not been so rapid as was at one time hoped. The quinquennial programme drawn up in 1912 aimed at the establishment of 2,750 schools. The number actually established has been 1,500, but it compares favourably with the increase of 263 in the preceding quinquennium. The average attendance shows a slight decline from 52 to 50. This is only natural as schools are first established in the places where there is the greatest demand for them.

But it seems clear from what the Director says that a large proportion of the children who go to school get little or no benefit from their 'education.' The average duration of school life is less than 4 years, and more than half the total number of pupils at school are in the two lowest classes. A year or two of a child's life spent in an infant class, with children in varying stages of progress, can have no lasting effect on the mind. Not only so but, as Mr. Richey points out, it discredits education in rural areas. The remedies are increased staff and improved methods, and the Lieutenant-Governor hopes that every effort will be made to apply them. As His Honour observed in his Convocation address with reference to the Compulsory Education

Bill: "Before we force people to accept our gift, we should satisfy ourselves that the gift is one that they can turn to good account."

The large grants that have been made during the five years have enabled local bodies to carry out a much-needed reform in the enhancement of salaries, and the teaching profession has now a fair chance in the market. No certificated teacher in a board primary school now receives less than Rs. 12 and no headmaster less than Rs. 15. The result is apparent in the increasing number of students at Normal Schools. The number of Normal Schools has risen from 5 to 10; and the number of those studying in them from 452 to 912. Trained teachers are now 52 per cent. of the whole number of primary school teachers, as compared with 41 per cent. five years ago, and the total number is 9,868 as compared with 6,498.

The revision of the grant-in-aid rules has led to an increase in the number of aided primary schools from 744 to 1,335. The intention was to improve the *maktabs* and other institutions in which elementary religious instruction is given by inducing the managers to include a certain amount of general instruction. This intention has not been realized, and the increase in the number of schools receiving grants-in-aid is due in the main to the establishment of new schools which have been called into existence by the prospect of obtaining a grant on easy terms.

7. The percentage of trained teachers in secondary schools has increased from 54 to 65 during the last five years and there has been improvement also in the rates of pay.

The Central Training College, which for 10 years has been in the very capable hands of Mr. Knowlton, remains the only source of supply for teachers trained in English. There were, in 1916-17, 481 candidates for admission to the B. T. and Senior and Junior Anglo-Vernacular classes, of whom it was not possible to admit more than 149,—less than one in three of the total number. Mr. Richey gives an interesting account of the qualifications required for each class of student in the training institutions and of the various courses of study. As he points out, "the importance of the work of the normal schools, which will provide teachers for three-quarters of the boys and girls under instruction in the Province, can hardly be over-estimated." If local bodies are to take full advantage of the legislation which is now being undertaken, the demand for trained teachers will be intensified, and the Director should take steps in good time to ensure that it will be met.

Although the facilities for the training of women teachers in girls' schools are still limited, the number of women under training has risen from 48 to 225 during the quinquennium. The Kinnaird High School in Lahore is the chief centre of training for appointments in secondary schools, while the Lahore Normal School for Women, the U. P. American Mission at Siálkot and some other institutions of a similar nature serve the vernacular girls' schools of the Punjab. A large increase in Normal Schools for Women so as to provide at least one in each Division is now under contemplation.

8. The quinquennium has seen some notable additions to the buildings devoted to professional education. The new Medical College, opened by Lord Hardinge in November 1915, compares favourably with the best of similar institutions in other parts of India, and the Lahore Veterinary College, also opened by Lord Hardinge, is one of the largest and best equipped in the Empire. The number of admissions to the Medical College has doubled, and the Principal and the Inspector-General are agreed that "the only possible method of coping with the numbers is to remove the School Department to some other centre." For the 4-years' course at Lyallpur, there have been 200 applicants for admission as compared with 38 five years ago. There is room for only 35 students of the short vernacular course, but there were 101 applicants for admission.

The report contains striking evidence of the demand that exists for the product of our professional institutions:—"The demand for the class of Medical practitioners passing out from the school is increasingly great and already

the situation has become acute. The numbers passing out in the next few years will not be sufficient to meet Government demands, let alone those of the general public." "The demand for Veterinary graduates has continued to be as great as ever, and the supply is totally inadequate to meet it." "Of the 43 students, who passed out (of the Rasul School of Engineering) last year, thirty-three obtained employment in the Public Works Department, 2 in the Military Works Department and 3 in the Bahawalpur State Service." "Thirty-seven applications," writes Mr. Heath with reference to the drawing classes at the School of Art, "have been received from other provinces for trained masters, which shows that the need for this class of teacher is wide-spread." "Ex-students of this school" (the Victoria Diamond Jubilee Hindu Technical Institute) "generally get ready and lucrative employment."

The above quoted extracts from the report show the demand that there is for professional and technical education, and the prospects of employment that there are for those who have received it. It is very necessary that the institutions which supply these forms of education should grow with the growing demand for employment. That demand is the best test of their utility and the true measure of the need for expansion.

10. Public opinion in favour of the education of Indian women is steadily growing, and the report records noteworthy progress during the past 5 years. The Christian Missions, the Arya Samaj, the Khalsa Diwan, the Dev Samaj and other pioneers in the educational movement have done their best to break down ancient prejudices. The number of institutions for girls has risen, during the past five years, from 669 to 990 and the number of scholars from 33,260 to 51,496, while the number of women under training for the teaching profession has increased five-fold. In the sphere of secondary education mention must be made of the Kinnaird High School, which provides collegiate classes recognised by the Punjab University and prepares for the Junior Anglo-Vernacular Teachers' Certificate Examination, and also of the Queen Mary's College,—an institution of some five years' standing for the education of girls of high social position, which possesses a well-designed and fully equipped building and a strong staff of lady teachers. It is still difficult to enlist the co-operation of Indian ladies in the management of schools, but until they are prepared to come forward it will be necessary to retain the present committees of men.

11. The education of Europeans in the Province is conducted in 34 public schools, four of which are directly managed by Government, the total number of scholars being 2,890. The instruction is not always adapted to the needs of the time; science is rarely taught and housewifery in girls' schools is often neglected. The dearth of suitable teachers accounts for these phenomena. In the Lawrence Military Asylum at Sanawar, however, and in the Lawrence School, Ghora Gali, which was provincialised in 1913-14, the province possesses two schools which are distinguished for their general efficiency, the *esprit de corps* of their scholars and the comprehensive view of requirements and lofty sense of duty exhibited by their Principals and staffs. These institutions are in some respects modelled on public schools in Great Britain, and both enjoy a wide popularity. Each department is organised on sound, common-sense principles, and that is more than half the battle. Great credit is due to the Reverend G. D. Barne and the Reverend H. T. Wightwick, the Principals at Sanawar and Ghora Gali, and to the staffs under their control. At both places, considerable sums of money have been spent on improving the buildings during the quinquennium.

12. The chapter of the report dealing with the education of special classes is mainly devoted to the subject of the backwardness of the Muhammadan community. This fact has been mentioned in many previous reports, and the statistics of the quinquennium under review indicate that while Muhammadans, who form 55 per cent. of the population of the province, are holding their own in Primary and Vernacular Middle Schools, in other general educational institutions they have lost ground in comparison with other communities.

The figures given in paragraph 110 of the Report are difficult to reconcile with those in general table V-A., but assuming that they are correct

the percentage of increase in the number of pupils at each stage of instruction for Hindus, Muhammadans and Sikhs are as follows :—

| | | *Muhammadans.* | *Hindus.* | *Sikhs.* |
|---|---|---|---|---|
| Arts Colleges ... ... | | 56 | 64 | 61 |
| Other „ ... ... | | 6 | 37 | 100 |
| Secondary Schools | Anglo-Vernacular | 5 | 19 | 45 |
| | Vernacular | 36 | 19 | 48 |
| Technical and Industrial Schools | | 60 | 112 | —5 |
| Primary Schools ... ... | | 36 | 37 | 36 |
| Total ... | | 29 | 30 | 41 |

In the final examination for Vernacular Middle Schools, one-third of the successful candidates were Muhammadans, in the Matriculation Examination less than one-fourth and in Degree Examinations less than one-sixth. It is only at the Lyallpur Agricultural College, the Veterinary College and the Mayo School of Art and in Industrial schools generally that they are well represented. The causes of this comparative stagnation are too well known to need repetition, while the remedies of the past, consisting in the remission of fees and the establishment of special scholarships, have not been particularly efficacious. The suggestions now offered by the Director include the bringing of facilities for secondary education nearer to the homes of the agricultural population and the introduction of a larger Muhammadan element into the teaching and inspecting staffs in rural tracts. This, however, postulates that Muhammadan students should take to the teaching profession, especially the higher branches, in greater number than they have hitherto done, and the Lieutenant-Governor would welcome the assistance of the various Muhammadan associations towards bringing about this result. The most hopeful signs in the outlook are the steady increase in the number of Islamic institutions and the liberality which the Muslim gentry display towards the education of their co-religionists. Among the low castes and criminal tribes of the Province, Christian Missions and the Arya Samaj have done commendable service. The other communities are now beginning to realise their responsibilities in this matter, and the next 5 years should witness a great advance in the education of these classes, as their reclamation has been taken in hand on large and comprehensive lines.

13. The Text-Book Committee has continued to do useful work. The selection of books is made with great care, and one of the Committee's chief aims is to keep prices as low as possible in order to safeguard the interests of pupils.

14. For the greater portion of the quinquennium Mr. J. C. Godley, C.S.I., was Director, Mr. Crosse, Inspector of Schools, Lahore, holding charge for six weeks in 1912, and Mr. Richey, the new Director, officiating for six and-a-half months in 1915. A tribute has been paid in the review of 1915-16 to Mr. Godley's services to the cause of education in this Province. In Mr. Richey an able successor has been found, and the Lieutenant-Governor takes this opportunity of thanking him for an interesting and comprehensive report on educational progress during the past quinquennium. The officers of the Department generally are to be congratulated on the success with which their labours have been attended,—a success due very largely to their intelligence, energy, keenness and application.

Dr. Ewing retired from the Vice-Chancellorship of the University in February 1917. He had held the appointment for seven years, during which period the influence of his personality on the course of University affairs was very marked. His services to the cause of education in the Punjab were recognised by the conferment of an honorary C.I.E. in 1915.

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ORDER.—Ordered that the above remarks be printed and circulated with the report; also that they be published in the *Punjab Government Gazette*, and be forwarded to the Director of Public Instruction, Punjab, for information, and also that they be submitted to the Government of India, in the Department of Education, with copies of the report.

By order of His Honour the Lieutenant-Governor, Punjab,

J. P. THOMPSON,

*Chief Secretary to Government, Punjab.*

2078 CS—526—22-1-18—SGPP Lahore.

# Report

ON THE

# Progress of Education in the Punjab

DURING THE

# *Quinquennium ending 1916-17.*

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## CHAPTER I.

### General Summary.

This report deals with the period from April 1st, 1912, to March 31st, 1917, and attempts to summarize the chief educational developments during that quinquennium. The period under review was one of exceptional educational progress, to which the writer, who was in the Punjab only for six months in 1915, feels that he cannot do full justice. A general comparison of the educational statistics for the years 1912 and 1917 will be found in the summary on the next page, and detailed figures for the year 1916-17 will be found in the general tables at the end of the report. Consequently, the use of statistics in the body of the report has been restricted.

2. From the summary on page 2 it will be seen that the number of educational institutions increased by nearly 2,000 during the past five years and the number of pupils attending them (the figures for private schools, which are unreliable, being omitted) by one lakh. The largest increase, as might be expected, was in the number of primary schools for boys and of the pupils attending them. The number of schools increased at an average rate of 300 a year, and would have been considerably larger but for the falling off inevitable since the commencement of the war. Moreover, a great deal, in fact the major portion of the money available for the expansion of primary education was utilized by district boards in increasing the pay of their primary school teachers. The present effect of these increases is shown in the graph at the end of the report; but the full effect will not be realized for some years as the majority of boards adopted incremental scales of pay so recently that their teachers are still on the lowest grades. However, the graph, Appendix A, shows that the number of teachers drawing Rs. 20 a month has more than doubled.

But if the largest numerical increase is in primary schools for boys the highest percentages of increase are under secondary schools for girls and Arts Colleges. The former increase is in some measure accounted for by the conversion of 22 girls' primary schools into middle schools. It is always fallacious to argue from the attendance at secondary schools as to the number of children receiving secondary education, since these institutions have primary departments attached to them which contain the bulk of their pupils. At the same time the number of girls attending schools of all kinds has increased by nearly 50 per cent., a most encouraging sign for the prospects of female education.

The increase in the number of students attending Arts Colleges is dealt with in the chapter on Collegiate Education. It has led to a serious congestion in the colleges at Lahore, the pressure on which can only be relieved by the opening of more colleges when the financial conditions prevailing during the war are relaxed.

# GENERAL STATISTICS FOR BRITISH TERRITORY IN THE PUNJAB FOR 1911-12 AND 1916-17.

| | Number of Institutions. | | | | Number of Scholars. | | | | Expenditure. | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1916-17. | 1911-12. | Increase. | Decrease. | 1916-17. | 1911-12. | Increase. | Decrease. | 1916-17. | 1911-12. | Increase. | Decrease. |
| PUBLIC INSTITUTIONS. | | | | | | | | | Rs. | Rs. | Rs. | Rs. |
| *For males.* | | | | | | | | | | | | |
| Arts Colleges — English ... | 9 | 10 | ... | 1 | 4,076 | 2,539 | 1,537 | ... | 6,12,597 | 3,83,652 | 2,28,945 | ... |
| Arts Colleges — Oriental ... | 1 | 1 | ... | ... | 145 | 120 | 25 | ... | 33,272 | 25,910 | 7,362 | ... |
| Professional Colleges — Law College ... | 1 | 1 | ... | ... | 295 | 211 | 84 | ... | 21,090 | 21,309 | ... | 219 |
| Professional Colleges — Medical College . | 1 | 1 | ... | ... | 232 | 156 | 76 | ... | 1,28,192 | 1,20,702 | 7,490 | ... |
| Professional Colleges — Agricultural College | 1 | 1 | ... | ... | 113 | 50 | 63 | ... | 68,427 | 54,707 | 13,720 | ... |
| Professional Colleges — Veterinary College | 1 | 1 | ... | ... | 204 | 198 | 6 | ... | 1,09,921 | 73,404 | 36,517 | ... |
| Professional Colleges — Teaching Colleges ... | 2 | 2 | .. | ... | 272 | 245 | 27 | ... | 1,19,202 | 96,259 | 22,943 | ... |
| High Schools ... | 136 | 101 | 35 | ... | 54,135 | 47,662 | 6,473 | ... | 20,28,539 | 12,66,656 | 7,61,883 | ... |
| Middle Schools ... ... | 286 | 211 | 75 | ... | 57,159 | 45,521 | 11,638 | ... | 9,51,739 | 4,97,530 | 4,54,209 | ... |
| Total Secondary Schools ... | 422 | 312 | 110 | ... | 111,294 | 93,183 | 18,111 | ... | 29,80,278 | 17,64,186 | 12,16,092 | ... |
| Primary Schools ... ... | 4,918 | 3,417 | 1,501 | . | 245,819 | 179,588 | 66,231 | ... | 15,82,683 | 8,87,087 | 6,95,596 | ... |
| Total Schools for general education | 5,340 | 3,729 | 1,611 | ... | 357,113 | 272,771 | 84,342 | ... | 45,62,961 | 26,51,273 | 19,11,688 | ... |
| Institutions for special instruction | 56 | 31 | 25 | ... | 4,478 | 3,237 | 1,241 | ... | 3,84,130 | 2,28,221 | 1,55,909 | ... |
| Total institutions for general education and for special instruction. | 5,412 | 3,777 | 1,635 | ... | 366,928 | 279,527 | 87,401 | ... | 60,39,792 | 36,55,437 | 23,84,355 | ... |
| *For females.* | | | | | | | | | | | | |
| Arts Colleges ... ... | 1 | ... | 1 | ... | 15 | ... | 15 | ... | 7,367 | ... | 7,367 | ... |
| Professional Colleges ... ... | 1 | 2 | ... | 1 | 38 | 30 | 8 | ... | 15,464 | 19,654 | ... | 4,190 |
| High Schools ... ... | 17 | 16 | 1 | ... | 2,582 | 1,683 | 899 | ... | 2,20,275 | 1,43,196 | 77,079 | ... |
| Middle Schools ... ... | 58 | 36 | 22 | ... | 8,635 | 4,552 | 4,083 | ... | 1,79,127 | 1,05,126 | 74,001 | ... |
| Total Secondary Schools ... | 75 | 52 | 23 | ... | 11,217 | 6,235 | 4,982 | ... | 3,99,402 | 2,48,322 | 1,51,080 | ... |
| Primary Schools ... ... | 935 | 637 | 298 | ... | 42,032 | 29,091 | 12,941 | ... | 3,81,886 | 1,98,714 | 1,83,172 | ... |
| Total Schools for general education | 1,010 | 689 | 321 | ... | 53,249 | 35,326 | 17,923 | ... | 7,81,288 | 4,47,036 | 3,34,252 | ... |
| Schools for special instruction ... | 18 | 25 | ... | 7 | 813 | 1,284 | ... | 471 | 99,164 | 1,52,391 | ... | 53,227 |
| Total Schools for general education and for special instruction. | 1,030 | 716 | 314 | ... | 54,115 | 36,640 | 17,475 | ... | 9,03,283 | 6,19,081 | 2,84,202 | ... |
| Total public institutions for males and females. | 6,442 | 4,493 | 1,949 | ... | 421,043 | 316,167 | 104,876 | ... | 69,43,075 | 42,74,518 | 26,68,557 | ... |
| PRIVATE INSTITUTIONS. | | | | | | | | | | | | |
| For males ... ... | 2,043 | 2,043 | ... | ... | 42,194 | 48,207 | ... | 6,013 | ... | ... | ... | ... |
| For females ... ... | 872 | 875 | ... | 3 | 13,501 | 16,739 | ... | 3,238 | ... | ... | ... | ... |
| Total males and females .... | 2,915 | 2,918 | ... | 3 | 55,695 | 64,946 | ... | 9,251 | ... | ... | ... | ... |
| GRAND TOTAL OF INSTITUTIONS—PUBLIC AND PRIVATE. | 9,357 | 7,411 | 1,946 | ... | 476,738 | 381,113 | 95,625 | ... | ... | ... | ... | ... |
| Scholarships ... ... | ... | ... | ... | ... | ... | ... | | ... | 3,43 154 | 2,02,387 | 1,40,767 | ... |
| Other charges ... ... | ... | ... | ... | ... | ... | ... | ... | ... | 35,77,091 | 23,88,004 | 11,89,087 | ... |
| GRAND TOTAL OF EXPENDITURE ... | ... | ... | ... | ... | ... | ... | ... | ... | 1,08,63,320 | 68,64,909 | 39,98,411 | ... |

NOTE.—The figures for 1911-12 include those for the Delhi Province.

The increase in the number of schools and scholars has been accompanied by an improvement in the quality of the instruction. The number of trained teachers has almost doubled. The teaching of such subjects as drawing and science has been completely reformed, while, for the first time, practical subjects, such as manual training for boys and cooking and laundry work for girls, have found a place in the scheme of general education and are meeting with acceptance by parents and teachers.

3. This expansion and development has been rendered possible by a largely increased supply of funds. The initiative was taken by the Government of India which contributed a darbar grant of Rs. 3,65,000, recurring, in 1912 and further grants in the two following years.

These Imperial grants have played an important part in the educational developments of the quinquennium, and the annual distribution of them has been shown in the yearly reports. Altogether these grants amounted to Rs. 51,70,400,—non-recurring, Rs. 38,78,000, and Rs. 12,92,400, recurring. The non-recurring grants were entirely expended by the year 1915-16 and the recurring grants were absorbed into the annual recurring expenditure of the Department by the end of that year. The method by which the largest grants, *i.e.*, those for primary education, were distributed to local bodies is discussed in the chapter on Controlling Agencies. The non-recurring grants were partly expended in the erection of new buildings for Government high schools. Ten of these were constructed on a modern and improved design and form a notable addition to the educational buildings of the Province. The example set by Government was followed by the managers of aided high schools and, with the help of liberal Government grants, some really fine school buildings and hostels were erected for schools under private management.

4. The large increase in the number of educational institutions entailed a strengthening of the inspecting staff. Inspectresses were appointed to each Division in 1913, but the number of female inspecting officers is insufficient to cope with the rapidly increasing number of girls' schools.

In 1914 the Secretary of State sanctioned the addition of three Inspectorships and of one Assistant Director in the Indian Educational Service. It has been possible to fill up only one of these Inspectorships, and the senior inspecting staff is so heavily worked at present that it has little time to devote to administrative duties. The Assistant Directorship is also vacant and the appointment of such an officer is urgently needed if the Director is not to confine himself to secretarial work of a routine nature.

5. There are no important changes in the educational system to record during the quinquennium; the number of classes in schools, the position of English, and the number and nature of the examinations remain unaltered.

The efforts of private individuals and bodies in the cause of education were as a rule confined to the sphere of high school education and resulted in the addition of a number of secondary institutions, some of them of a superior standard.

The activities of the Sikh community in the cause of education deserve special mention. No community shows such a percentage of increase in all branches of general education. Among other commendable features of this activity was the founding of secondary schools in rural areas hitherto beyond the reach of Anglo-vernacular education. Nor did the community neglect primary or female education.

## CHAPTER II.

### Controlling Agencies.

The Education Department.

6. Mr. J. C. Godley, C.S.I., was Director throughout the quinquennium, except for two periods of leave: one of some six weeks' duration in 1912, during which Mr. Crosse, Inspector of Schools, Lahore, held charge, and one of six-and-a-half months from June 15th, 1915, when I officiated for him.

An Assistant Directorship was sanctioned by the Secretary of State in 1914, but remains unfilled owing to the war. The Secretary of State also sanctioned the addition of three Inspectorships in the Indian Educational Service, one of which was filled by the transfer of Mr. Sanderson from the Sanawar Training Class to the inspecting line. Mr. G. A. Wathen filled another of these vacancies for about a year before taking charge of the Khalsa College, Amritsar.

Three Inspectors retired during the quinquennium—Khan Bahadur Maulvi Umr-ud-din of Rawalpindi, Lala Shiv Dayal, M.A., of Ambala, and Rai Sahib Lala Jugal Kishore. The place of Khan Bahadur Maulvi Umr-ud-din was taken by Khan Sahib Khalifa Imad-ud-din, while that of Lala Shiv Dayal was taken by Lala Jugal Kishore, and, on the latter's retirement, by Lala Hari Das.

Apart from the Inspectorship of European Schools, which is held by Mr. Sanderson, there should be two Inspectors in charge of each Division, one in the Indian Educational Service and one in the Provincial Educational Service. This arrangement, which was sanctioned by the Secretary of State in 1914, has not as yet been brought into effect except (towards the close of the quinquennium) in the Lahore and Jullundur Divisions; the Rawalpindi Division has one Indian Educational Service Inspector, the Ambala and Multan Divisions each one Provincial Educational Service Inspector, two Indian Educational Service Inspectorships are vacant, and the fifth Provincial Educational Service Inspector is attached to the staff of the Central Training College.

The rapid increase in the number of secondary schools has entailed much additional work on the senior inspecting staff; and there is no doubt that owing to the press of inspection work, the administrative and supervisory duties of Inspectors have suffered considerably.

The supervision and administration of vernacular education is left more and more in the hands of the District Inspector. Many officers of this class are reported to have done very good work. Among others specially noticed by Inspectors are :—Mir Fazl Muhammad of Rohtak; Lala Shiv Saran Das of Ferozepore; Lala Tohlo Ram of Kangra; Chaudhri Gyan Singh of Gurdaspur; Lala Kanhaya Lal, Bedi, of Sialkot; M. Abdul Latif of Gujrat; M. Ahmad Said of Mianwali; Lala Khazan Chand of Lyallpur, and Lala Visanda Ram of Jhang. Among Assistant District Inspectors reported for good work are M. Muhammad Hasan of Ambala; Pandit Sukh Chain Nath of Kangra; Shaikh Ghulam Hussain of Hoshiarpur; M. Abd-ur-Rahman and M. Rahim Bakhsh of Sialkot; M. Muhammad Nawaz and Lala Vaishno Das of Gurdaspur, and Bhai Gyan Singh of Amritsar.

**Local Bodies—Municipalities.**

7. The chief educational care of a local body is the provision of primary education. This is a truism which it would be unnecessary to repeat, if it were generally accepted by local bodies. With few exceptions, municipalities pay very little heed to education of any kind and take no interest in primary education. The fact that primary education, as a course complete in itself, comprises all the education which the vast majority of town children will acquire or indeed require, is not realised by the well-to-do classes from which municipal councillors are drawn. Primary education in towns is almost entirely provided by the lower primary departments of aided Anglo-vernacular schools. The aid is certainly given by the municipalities and some of them, *e.g.*, those in the Rawalpindi Division, are reported to spend a very reasonable proportion of their income in this way, but municipalities have no choice in the matter, for when Government relieved them of the cost of aiding secondary departments it left them the much less onerous duty of aiding the primary schools and departments. In any case the mere distribution of an annual subsidy to aided institutions, which are often grouped in one quarter of the town and which only provide a three years' course of vernacular education is a very different thing from surveying and providing for the educational needs of the urban population. No doubt the movement on foot for the introduction of compulsory education in

municipal areas will bring the realities of the present position home to Municipal Commissioners. One can but admire the enthusiasm shown in this matter of compulsion by a municipality such as Jullundur, which at present maintains no boys' school at all, except the lower primary department of the Government High School recently handed over to its reluctant charge. Of the Amritsar Municipal Committee, which has since been reported as considering the question of compulsory attendance, the Inspector writes:— "The Committee has taken no steps to provide suitable habitations for its boys' and girls' schools and even Government grants remain unutilised, while the salaries of its female teachers are miserably low." The Hoshiarpur Municipality is reported as most apathetic, while Ludhiana also maintained no boys' school till the lower primary department of the Government School was entrusted to it in 1915. In consequence of increased income from fees and grants, Montgomery and Chiniot have reduced their expenditure and the Gojra Municipal Committee has made an actual saving.

The Ambala Inspector gives a string of minor municipalities which have not properly utilised Government grants, the *worst* being Buriya Sadhaura, Bhiwani, Gohana, Beri, Hodal, Panipat, Shahabad and Kaithal.

Most of the minor municipalities in the Jullundur Division have transferred the control of their schools to district boards, an arrangement which, though satisfactory in some respects, weakens local interest in schools.

**District Boards.**

8. On the other hand district boards with few exceptions take a considerable interest in education; and apart from Imperial grants the net expenditure by district boards from their own funds has risen from Rs. 8,14,815 to Rs. 13,11,709.

The major portion of the new expenditure was devoted to primary and vernacular education; though a certain number of Anglo-vernacular schools were opened. The claim that Anglo-vernacular education should have on the resources of district boards is difficult to determine. On the one hand there is a crying need for a large expansion of primary education in rural areas. On the other hand unless the district board provides Anglo-vernacular schools in outlying parts, there is little likelihood of any local enterprise being forthcoming for this purpose; and the agriculturist who contributes largely to public revenues for education will continue to be handicapped in comparison with the town dweller.

The question is being considered by a committee this autumn.

**Grants from Provincial revenues to Local Bodies.**

9. The greatly enhanced activity of district boards during the quinquennium was due to the Imperial grants which were received in the first three years for educations, of which Rs. 12,81,719 non-recurring and Rs. 11,23,449 recurring were distributed to district boards. The method by which grants are made from public resources to local bodies for education has twice been modified during the quinquennium and a further change is now under contemplation. The systems adopted have roughly corresponded to the amounts available for distribution.

Up till the year 1912-13 there were no definite rules to govern grants, since there was very little money available for distribution and such sums as the Local Government provided were given where there seemed most need.

When the large grants from the Imperial Government were received it became necessary to adopt some more definite system. In 1912-13 it was laid down that the Local Government would bear two-thirds of the cost of the salaries of all trained teachers employed by local bodies and half of the cost of untrained teachers, and would also defray two-thirds of the grants earned by aided elementary schools. There was a proviso that no trained teacher should receive less than Rs. 15 per mensem if a headmaster or Rs. 12 per mensem if an assistant.

In April or May of each year every District Inspector prepared a list of all trained teachers employed by the board and sent it into the Education

Department who then added up the salaries and sent the board a grant for two-thirds of the total, a similar procedure being followed with regard to untrained teachers, aided schools, etc.

The effect of the introduction of this system was immediate In the first year, boards found themselves relieved of a good deal of the expenditure they had hitherto borne, and gladly embarked on revised scales of salary for board school teachers and of educational expansion by means of new Board Schools, or even more frequently by means of aided elementary schools.

It was recognised, however, that this system of proportionate distribution would be of little benefit to the poorer districts to whose finances even one-third of the cost of the existing schools was a severe burden. So to nine of the twenty-six boards the system of special doles was intermittently continued. These doles were provided from the yearly undistributed balances of the Imperial grants.

This free distribution of money lasted for three years, *i.e.*, until the Imperial grants were exhausted. In the year 1915-16 when the salary bills from the boards came to be met it was found that not only was there no balance for doles to backward districts, but that in order to meet our commitments (for district boards had been definitely promised these proportionate grants) a sum of Rs. 55,000 must be reappropriated from other heads in the Educational budget. The Imperial grants had been more than exhausted, and the Local Government, who would in future have to meet the cost of these contributions, refused to accept an unlimited liability. Clearly some revision of the system was necessary. The new system introduced in 1915 requires district boards to submit in October of each year their proposals for new expenditure in the coming year. Provision for this is made in the schedule laid before the Finance Committee of the Local Government and the total amount which is passed by that body is distributed to the boards who have submitted proposals, in accordance with the apparent urgency of their needs. These sums after distribution become automatically absorbed into the fixed annual recurring grants, which are not subject to reduction unless any board reduces the number of its schools.

The new grants are calculated on certain fixed rates, *e.g.*, Rs. 200 for each new primary school. [This is a high estimate of two-thirds of the average annual cost of such a school in the Province.]

The old system undoubtedly resulted in the immediate opening of a number of schools and in a great improvement in teachers' salaries; but the schools were opened on no fixed plan and the scales introduced are in many cases badly planned, while the variations between district and district are unfortunate and unnecessary.

It contained certain obvious defects which the new system was designed to correct, *e.g.*—

(*a*) The unlimited liability to which Government was committed. Clearly a system under which you cannot estimate within a lakh of your commitments can only exist when there is a large surplus to draw upon.

(*b*) The unequal distribution of provincial funds. The richer the board the more money it got; and the time was rapidly approaching when a few of the wealthiest boards would by continued expansion absorb all the money available. The poorer and more backward districts who needed most help got least, except in the shape of uncertain doles, which only disturbed their finances.

This is the strongest objection to any form of proportionate grants, the immediate effect of which is the encouragement of prodigality by local bodies rather than the provision of educational facilities for the children who need it.

The new system has, however, proved defective, in that it makes no allowance for the growth of expenditure on schools already in existence.

The whole question, which is one of great complexity, will be discussed by a committee this autumn.

10. The position of a few of the district boards may be quoted from Inspectors' reports. Lyallpur increased its net expenditure by over Rs. 70,000. This is one of the richest boards, yet the Inspector states that the rapid expansion has brought it to the end of its resources and it has had to fix a tentative measure for its provision for education. Amritsar on the other hand which is not a poor board has only increased its expenditure by some Rs. 4,400 and contents itself with supporting elementary schools of a cheap kind, having opened only three board schools in five years. Jhelum, not a wealthy board, now spends over 25 per cent. of its net income on education, and Ferozepore spends 27 per cent. On the other hand Muzaffargarh seems to rely on the 'backwardness' grant, and when this failed dismissed teachers and generally curtailed expenditure. This board appears to have reduced its own expenditure by Rs. 5,000. Gujranwala has increased considerably its recurring expenditure, but has left unspent over Rs. 35,000 of a special grant for buildings (amounting in all to Rs. 57,200) given in 1915-16. No reason is given for this action which is the more inexplicable since the grant was only made because buildings were urgently needed.

Some typical district boards.

## CHAPTER III.

### Collegiate Education.

11. Apart from the Aitchison (Chiefs') College there are in all seventeen colleges in the Punjab, exclusive of the three situated in the States of Patiala, Bahawalpur and Kapurthala. Of these sixteen colleges five, namely the Law, Medical, Veterinary, Agricultural and Central Training Colleges, are dealt with in the chapter treating of professional education, while mention of the Kinnaird College for Women is made in the chapter on female education.

Number and situation of Colleges.

Of the ten Arts Colleges for men dealt with in this chapter no less than seven are situated in Lahore, the remaining three being the Gordon College at Rawalpindi, the Murray College at Sialkot, and the Khalsa College at Amritsar. Consequently 84 per cent of the students in the Punjab read in Lahore colleges, and the percentage would be even higher, if the students attending professional colleges, four of which are situated in Lahore, were reckoned in this calculation.

Residence in Lahore offers the student greater facilities for the pursuit of higher studies, and wider opportunities, outside his college life, for intellectual culture, social intercourse and participation in communal and religious public functions. Moreover migration from one college to another is easier, and is not uncommon, though that this is not confined to Lahore students is shown by the following remarks of the Principal of one of the mofussil colleges :—

"Lahore continues to exercise a spell over our local students and at least half of our own intermediate passes went to the metropolis."

Moreover the colleges in Lahore are not scattered in different quarters of the city, but are all situated in comparative proximity to each other; the University buildings forming as it were a nucleus to this academic quarter.

The existence of so many colleges at one centre should facilitate the institution of inter-collegiate lectures, but at present this system partly owing to difficulties of time-table has made little headway. Where it has been started, namely between the Government and Forman Christian Colleges for M. A. work in English, History and Mathematics and between the Government, Oriental, and Islamia Colleges for M. A. work in Arabic, it has proved a great success.

Possibly the introduction of Honours courses with University Professors' which is under consideration by the Punjab University, may lead to a further extension of this system and a more corporate University life.

12. The number of students attending Arts Colleges rose from 2,462 in 1911-12 to 4,221 in 1916-17, an increase of seventy-two per cent. As the corresponding figure for 1906-07 was only 1,441, the number of students

Number of students.

has increased almost threefold during the last ten years. There is no doubt that, but for the limits of accommodation in existing colleges, the figure for the past year would have been still higher.

It is clear that further expansion cannot take place without an increase in the number of colleges. One new college, the Sanatan Dharam, was opened last year, and a second, the Khalsa College, Gujranwala, has been opened during the present year, but neither of these institutions is at present adapted to hold a large number of students.

Financial considerations preclude the opening of a second Government College during the war; but the Local Government has promised to consider such a project as soon as normal times return.

Hostels.

13. Meanwhile it is very satisfactory to note that while the number of students increased so largely during the past quinquennium, the proportion of students residing in hostels or boarding-houses attached to colleges is still 57 per cent. as compared with 65 per cent. in 1911-12. Of the 4,221 students attending Arts Colleges no less than 2,399 are resident in premises controlled by the college authorities. There are in fact no more satisfactory features of collegiate education in the Punjab than the marked preference shown by the student population for residence in hostels, and the determined effort made by the managers of colleges to encourage this feeling and to provide suitable accommodation for their students under their own immediate supervision.

During the quinquennium under review the Forman Christian College erected the Ewing Hostel at a cost of Rs. 1,35,000, about half of which was met by a Government grant. This is a fine structure accommodating 75 students. Extensions were made to the hostels of the Khalsa College, Amritsar, the Dyal Singh College and the Islamia College. Projects are now well matured for the erection of new hostels for the Government College and the Islamia College; while the Young Men's Christian Association proposes to build a hostel unconnected with any special college to house a hundred students of the University.

As a temporary measure several colleges, including the Government College, have been obliged to hire private houses to meet the demand for hostel accommodation; and, while these buildings are of course far inferior to properly designed hostels, yet residence in them is decidedly preferable for students to life in lodging-houses or private messes. For purposes of supervision and control they are treated as branches of the regular hostels.

The conditions of student life in Lahore were investigated by a committee appointed by the University, which reported unfavourably on the supervision and sanitation of some of the branch boarding-houses. The Syndicate laid down regulations to secure the proper care of such students as do not reside with their parents, and appointed a board of visitors to inspect hostels and boarding-houses and report defects to college authorities. The efforts of this body have been productive of numerous improvements.

The average cost to a student for board and lodging in a hostel varies from Rs. 8-8-0 in the Murray College to Rs. 15-8-0 in the Government College. Even in the private colleges in Lahore the rates vary from Rs. 10-8-0 to Rs. 27. Since the high rates prevalent in some colleges do not seem to detract from their popularity, it is a question for the managers of the more cheaply run institutions to consider whether they would not be better advised to introduce higher rates and to utilise the additional income thus derived for the improvement of hostel conditions.

An interesting feature of hostel life at the Khalsa College, Amritsar, deserves special mention. This is a Students' Co-operative Society which enables members to purchase not only books and school equipment at little over

wholesale rates but also milk and other food. I quote an example of its activities from a recent report on the institution by the Assistant Registrar of Co-operative Societies in the Punjab :—

"Gujars have contracted to supply not less than six maunds of milk daily at 8 to 8½ seers to the rupee. The milk is sold to the College and School hostels at 7½ seers. The present market rate is said to be 6½ seers. The latter is almost certainly for adulterated milk. There is thus gain both in quantity and quality.

"A shed close to the college has been rented where the milking is done in the presence of a master, a hostel superintendent and four or five boys. All boys take it in turn (according to a roster) for a day at a time.

"The milk is made over at the shed in the quantities required to the representative of each hostel or mess concerned. The superintendent who is present keeps a record of the amounts supplied. From this the librarian who is responsible for the dairy makes up the general account."

Social life.

14. Although the Khalsa College Co-operative Society is unique of its kind in the Punjab, yet societies for other purposes,—literary, debating, scientific, athletic,—are to be found in all colleges. Indeed apart from the well-established institutions of this kind new societies, often short-lived, make their appearance every year. College societies play an important part in student life in the Punjab. General reading has not the attraction for the Indian student that it has for the English youth, and it is the function of college societies to widen the interests of the students and to extend their information on subjects other than those which are obligatory for examination purposes.

This purpose is also served by the College magazine. Such magazines are now published in seven colleges. The quality of the students' contributions is reported to show a marked improvement both in power of literary expression and in originality of thought.

A valuable development of the College society is the social service movement among students. As examples of this movement I instance the League of Service of the Forman Christian College; and the 'One-anna Fund' of the Dyal Singh College, the members of which contribute an anna a month to form a fund for the award of scholarships for industrial education to poorer students. Mention must here be made of the War News Association of the Government College. This association was founded by Mr. Garrett in 1915 primarily for the translation and dissemination of literature relating to the war. This work is done by the students themselves, who tour during the long vacation, and who have been instrumental in enlisting a considerable number of recruits for the army. When it is stated that the whole of their touring expenses are borne by the members, the genuine patriotic character of the work will be realized.

Athletics have grown steadily in popularity and, in spite of the fact that the provision of adequate playing-grounds has not kept pace with the great increase in the number of students, a larger proportion of students now take part in college games. There is also a marked improvement in the quality of the players. The Government College which used to be pre-eminent in all athletic tournaments can no longer boast such a marked supremacy, though it can always be proud of having shown the way to other colleges.

Apart from the encouragement of games, increasing attention has been paid to the physical condition of college students.

Medical inspection.

Most of the colleges have now arranged for the systematic medical examination of their students. The D. A.-V. College which has an enrolment of over one thousand students (as compared with 660 in 1911-12) retains the services of an Assistant Surgeon who visits the hostel daily. The Government College is inspected by a medical officer, employed specially by Government to

attend the students and pupils reading in the Government educational institutions in Lahore. The Principal reports :—

" The medical register has been extended to all four undergraduate years so that we now possess a complete medical history of the students." Myopia is, unfortunately, too common and attempts are being made to remedy this by insistence on eye-testing and the use of proper glasses.

Daily physical exercises on the Müller system were introduced by Mr. Wathen at the hostel of the Government College, and form a noticeable feature of life at the Khalsa College, Amritsar, of which he is now the Principal.

Staff.

The credit for the successful developments in the social life of students, mention of which has been made above, is in no small measure due to the members of the college staffs, an increasing number of whom now take an active part in College games. Indeed, the activities of a member of the teaching staff are by no means confined to the delivery of a stipulated number of lectures.

The tutorial system which appears to have made little headway in some other parts of India is firmly established in Punjab colleges. In some, for example, the Forman Christian College, it is highly organized. The duties of a tutor are of the widest description; he is supposed to take an individual interest in the members of his tutorial group, and to act as a mentor to them in all that concerns their welfare—studies, health, exercise and daily occupations. Group meetings are usually held once a week for discussions, readings, recitations, etc. Trips to places of interest in the neighbourhood are occasionally arranged.

Not all the members of a college staff are in charge of tutorial groups, but there are few who are not engaged in various college activities outside the work of the lecture-room. The criticism which is sometimes passed on professors of Indian colleges that they contribute little in the way of original work and show little enthusiasm for research, does scant justice to the Punjab professor. It ignores the fact that his life is very different from that of a don at an English University. For him is not the otiose dignity of the senior common room. Though, possibly, too old to take an active interest in the College games, he will assuredly find occupation either as the president of a College Society, the superintendent of a hostel, the editor of the College magazine, in managing the College Library, or as tutor of a group of students (and such tutorship, as shown above, implies much wider responsibility than it does in England). Outside of his college work, he will probably be an examiner for the University, and a member of one of its Faculties or Boards of Studies, while his leisure time may be occupied in the management of a local high school, and in the membership of one or more of the numerous committees, text-book, public library, etc., which abound in Lahore. It is at least arguable whether a life spent in such useful activities, many of which will bring him into close personal relationship with his students, is not more valuable in a society where higher education is a new and rapidly expanding phenomenon than a life devoted to research.

These remarks should not be taken to mean that research has no place in Punjab colleges. On the contrary, advanced students are encouraged to engage in original work, while the researches of Professors Shiv Ram Kashyap and Ruchi Ram Sahni, to mention only two names, have obtained recognition outside of India.

The increase in the number of students of colleges has entailed a corresponding strengthening of their staffs and a special recurring grant of Rs. 30,000 was made to the Islamia College for this purpose by the Government of India, while the services of three members of the Indian Educational Service have been lent to the Khalsa College, Amritsar.

That a further strengthening of the staffs is an urgent necessity may be deduced from the following table showing the proportion of students to teachers in different provinces and different classes of institutions :—

*Number of students per teacher in Arts Colleges.*

| Province. | Government. | Aided. | Unaided. | Total. |
|---|---|---|---|---|
| Madras ... ... | 16·0 | 20·4 | 15·9 | 19·3 |
| Bombay ... ... | 17·9 | 30·3 | ... | 25·6 |
| Bengal ... ... | 18·4 | 24·3 | 37·4 | 26·6 |
| United Provinces ... ... | 19·2 | 20·6 | 22·2 | 20·7 |
| Punjab ... ... | 20·0 | 22·8 | 32·7 | 25·5 |

An increase in the proportion of the teaching staff is all the more necessary, in view of the growing popularity of science, a subject which involves practical work by small groups of students under the supervision of a professor or demonstrator.

Work.

15. Of the teaching work of the colleges it is sufficient to state that, in spite of the growth in the number of students, the percentage of passes at the University examinations has shown no falling off. Of the 2,704 candidates appearing from Arts Colleges at the various University examinations in 1916-17, 1,407, or 52 per cent., passed, as compared with 542 passes out of 1,389 candidates in 1911-12, or a pass percentage of 39. Four hundred and seventeen candidates out of 750, who appeared, passed the Oriental College title examinations, a pass percentage of 55·6, as compared with one of 50 in 1911-12.

The tendency to the adoption of science, which was the occasion for remark in the last quinquennial report, has been even more marked during the past quinquennium. The popularity of biology, largely, no doubt, due to the successful work of Colonel Stephenson at the Government College, is especially noticeable. An interesting experiment is the opening by the Forman Christian College of classes in industrial chemistry.

Buildings.

16. It is natural, therefore, that building work, apart from the hostel construction, of which mention has previously been made, was chiefly in the direction, of providing additional accommodation for science. Such extensions were completed at the D. A.-V. and Forman Christian Colleges, while two new laboratories, for physics and biology, respectively, were erected for the Government College. These two laboratories are remarkable, not only for the excellence of their design, but also for the completeness and modern character of their equipment. In this respect they would challenge comparison with any similar institution in India. The Dyal Singh, Forman Christian, and Khalsa Colleges have initiated plans for the construction of additional science blocks.

Building operations have, however, been largely curtailed by the war.

Expenditure.

17. Altogether expenditure on new college buildings during the quinquennium amounted to Rs. 6,30,057.

The recurring expenditure on colleges rose by 78 per cent. to Rs. 6,53,236, of which about one-third (Rs. 2,27,518) is met from Provincial revenues. A large proportion, namely 48 per cent., of the total expenditure is met from fees. The expenditure from private sources, endowments, etc., shows a very small increase during the quinquennium, but an actual decrease of 10 per cent. in proportion to the expenditure now met from public funds and fees.

The average cost of the education of a student in an Arts College ha increased from Rs. 148-14-2 in 1911-12 to Rs. 154-3-4 in. 1916-17. The increase is chiefly due to the higher salaries now paid to professors and lecturers.

The Rs. 2,95,234 spent from Provincial revenues is made up of grants to aided colleges, which have been considerably enhanced during the past five years, and of the cost of maintaining the Government College, which amounted to Rs. 1,65,288 in 1916-17 as compared with Rs. 1,31,137 in 1911-12. Against this enhanced cost must be set the income from fees which has risen from Rs. 33,430 to Rs. 67,716.

Government College.

18. The rise in the enrolment from 397 to 604 is sufficient evidence of the popularity of this institution ; and numerous applications for admission are refused every year. The enrolment has since risen to over 650, and the Principal suggests that this number should be fixed as a maximum.

The staff has been strengthened by the addition of a second professorship of English in the Indian Educational Service, and of professorships of Arabic, Persian, and Chemistry ; while the post of professor of Philosophy was abolished in favour of second professorship of Zoology in the Indian Educational Service The last-named post has hitherto remained vacant, owing to the difficulties of recruitment during the war. There have been numerous changes of staff during the quinquennium, and the College has suffered the loss of two professors, Mr. J. E. Gately and Mr. R. Gordon George, who were permitted to join the Indian Army Reserve of Officers, and of Mr. B. H. Wilsdon, who was transferred as chemist to the Agricultural College, Lyallpur.

In spite of these changes the work of the College has never reached a higher level than at the close of the quinquennium. During the year 1916-17 seven candidates obtained first-class honours in the M. Sc. examination, and the percentage of passes in all University examinations rose to the unprecedented figures of 72. The chief need of the College at present is an additional hostel. A site for this has been purchased and plans and estimates for its construction are under preparation,

Lieutenant-Colonel Stephenson, I.M.S., took over charge of the institution from Mr. Robson, the retiring Principal, in September 1912, and to his efficient management and to the zealous work of the senior professor, Mr. Hemmy, is largely due the credit for the great success which the College has achieved during the past quinquennium.

General.

19. I cannot conclude the remarks on collegiate education without noting, as a matter for great satisfaction, the friendly relations that exist between the various colleges in Lahore. This is, indeed, in marked contrast with the state of feeling, which too often exists between rival high schools situated in one centre, where difficulties and disagreements are apt to arise about the transfer of students and similar inter-school relations.

Little mention is made by Principals in their reports of the internal discipline of colleges, from which one can only conclude that it has been generally satisfactory, since it is the breach, not the observance, of law that excites comment. There can be few centres in which the existence of a body of four thousand students causes so little disturbance to the life of the community at large as in Lahore.

## The Punjab University.

Effect of increased numbers.

20. The large increase in the number of college students to which reference has been made in the preceding paragraphs has had its effects on the work of the University. Chief among these are :—

(*a*) Classes, especially in English, are now admittedly too large.

(*b*) College staffs have in many cases been strengthened by adding young graduates as teachers of junior classes so that large masses of students are in the hands of staffs, which, as regards influence and personality, are not much stronger than they were when the colleges were half the size.

(*c*) In order to avoid an absolutely intolerable swamping of the colleges without excluding younger students with greater claims, the colleges have declined to readmit students who have failed twice or who have failed badly in an examination. In order to meet the demand that such students should have another chance and to strengthen the hands of the colleges in refusing to readmit them, the conditions under which *ex*-students are admitted as private candidates have been relaxed.

(*d*) The large numbers of candidates for the intermediate and B. A. examinations especially in English make it increasingly difficult to conduct these examinations on any but mechanical lines.

The remedy for most of these evils would appear to be the opening of more second grade colleges teaching only up to the Intermediate Standard in outside stations. The tendency for second grade colleges to develop into inefficient first-grade colleges, which is sometimes urged as an objection to such institutions, has been shown by experience not to be a serious danger in the Punjab. Students after passing the Intermediate examination at the existing outlying colleges show a marked preference for coming to Lahore to complete their college courses, and the Lahore colleges, being relieved by the diffusion of their first and second year students over the Province, would be in a position to afford better accommodation for B. A. and M. A. classes.

Moreover such a step would be cheaper in the long run than the present attempt to house all the students who seek admission in Lahore, where land is more costly than in outstations.

In spite of the great increase in work entailed on the Vice-Chancellor, Registrar and senior professors by the new influx of students, the University has shown great activity during the quinquennium in revising its regulations, reorganising the institutions under its immediate control, and generally improving its position.

**Buildings.**

21. With the aid of a non-recurring grant of four lakhs from the Government of India the Convent site immediately behind the University Hall was purchased. In the buildings existing on this site the Oriental College and Law College with its hostel are situated, and the Principal of the Law College is housed. The Oriental and Law Colleges are directly controlled by the University. Schemes for the construction of proper buildings for these have been postponed till the close of the war, as also for the construction of a residence for the Registrar.

Other buildings which have been completed are the University Library, and the Observatory, while a number of minor improvements have been effected in the older buildings, some of the more unsightly of which have been demolished.

**Library.**

22. The University Library, now satisfactorily housed, was also completely overhauled in 1915-16 by a library expert Mr. Asa D. Dickinson, who was brought from America for the purpose. Mr. Dickinson did his work most thoroughly, reclassifying, labelling, accessioning, etc., all the volumes (about 30,000) and leaving notes for guidance in compiling the dictionary catalogue which is now nearly complete. Mr. Dickinson also held a course of lectures on modern methods of Library Science for librarians and others intending to take up such work, practical training being given at the same time in the University Library. The effect has been to set quite a new standard of library work in colleges.

In 1912 the Oriental section received a valuable addition in the shape of the 'Azad' collection presented by Agha Muhammad Ibrahim, Munsif of Montgomery. This collection contains many rare books and manuscripts in Arabic and Persian.

The Registrar of the University, Mr. A. C. Woolner, was, except for the period when Mr. Dickinson was in charge, Honorary Librarian of the University.

Oriental College.

23. Mr. Woolner is also Principal of the Oriental College, which, as stated above, is directly controlled by the University. The courses in the Oriental College and the titles awarded, *e.g.*, Shastri, Maulvi Fazil, etc., are presumably not unlike those given in other Oriental colleges, but a distinctive feature of the Punjab Oriental College is the encouragement given to students to study in both the Arts and Oriental Faculties. College students in the Arts Faculty are admitted freely to the Oriental Titles examinations. Only a small number avail themselves of this opportunity, but any student who possesses a knowledge of a classical oriental language considerably greater than the requirements of the ordinary arts examination, can in this way obtain an Oriental qualification. If a student passes the M. A. in Sanskrit or, Arabic and also the Shastri or Maulvi Fazil examination, respectively, he obtains the degree of Master of Oriental Learning. A Master of Arts in any subject can take the M. O. L. courses without passing the lower examinations in this Faculty

Provision is also made for passing from the Oriental Faculty into the Arts Faculty. A student who has passed any of the Oriental Titles examinations is admitted to the Matriculation examination in English only, and if he is successful he can take the English only of the Intermediate and B. A. examinations successively. When such a student has passed the highest Oriental examination in Sanskrit, Arabic, or Persian and has passed the B. A. test in English, he is admitted to the degree of Bachelor of Arts. If he then can pass the M. A. in his classical language, he secures the same titles as the Arts student who after taking his M. A. goes over to the Oriental side, *e.g.*, in the case of Sanskrit—M. A., M. O. L. and Shastri.

Several of these provisions have not been long in force, and as yet few students have taken advantage of them; but they appear to be excellently devised both (*a*) to attract to the study of classics students of more than ordinary ability and with a natural taste for such studies, but with too much worldy ambition to be content with an Oriental Title alone. (For the possession of even the title of Shastri or Maulvi Fazil does not qualify its holder for anything more than an oriental teachership in a High school, the average value of which is only Rs. 30 per mensem); (*b*) to permit an Oriental title-holder, who is not, as many of them are, a classicist or grammarian pure and simple, to escape from the *cul-de-sac* of the classical mastership into the wider field open to the F. A. or B. A. Of course only a student of more than average capacity will be able to obtain a degree in this way, starting English at a late age with little or no general knowledge of the modern world to help him.

University Teaching.

24. Of the Law College, which is also under the direct management of the University, mention will be made in Chapter VII. This and the Oriental College are of old standing, but two important developments of University teaching have been initiated during the quinquennium. The first is the institution of two special lectureships for the cold weather of each year. "A beginning was made in 1913-14 when the University obtained the services of Professor Arthur Smithells of the University of Leeds for Chemistry, and Professor Ramsay Muir of the University of Liverpool for History. These Special Lecturers give advanced lectures to senior students two or three times a week. The lecturers are also expected to make themselves acquainted with the teachers of their subjects in Lahore, and in some cases they have been asked to visit the mofassil Colleges also. Each special lecturer has presided over a conference of teachers of his subject at which recommendations have been formulated for the consideration of the University. The special lecturers have also delivered a small number of more popular lectures to larger audiences. At their departure each has presented a report to the University.

Owing to the outbreak of the war difficulties were experienced in finding suitable lecturers who were willing to come out to India. The following subjects however, have been represented :— Physics, Economics, Mathematics and Oriental History (Professor Margoliouth of Oxford). It is believed that in the case of each subject the visit of the special lecturer has provided a useful stimulus. In

some cases the lectures delivered, or demonstrations given, have been on matters of general interest and lecturers have received pressing invitations to lecture in the outlying Colleges. The conferences of teachers have led to certain improvements in the courses of study. In other cases the reforms advocated have been of a more radical character, and could not be adopted by the University without further consideration. It is thought, however, that after the initial stimulus has been given in a particular subject, the further development of that subject would require more continuous work for not less than three or five years" (Registrar's Report).

Other special lectures have been delivered by various well-known authorities, such as Professors J. C. Bose and P. K. Roy of Calcutta, and J. K. Leonard of Bristol.

The second is an arrangement made with the Government College, Lahore, by which a University class in B. Sc. Biology has been instituted, Lieutenant-Colonel J. Stephenson, D.Sc., being designated University Professor of Biology and Mr. Shiv Ram Kashyap, M. Sc., Lecturer in Botany. Students of any Lahore College can attend this class and pay fees to the University which makes a grant towards Laboratory expenses.

Regulations.

25. A number of changes in the regulations of the University were introduced, to some of which reference has already been made. In the courses of studies the most far-reaching change is that Mathematics is no longer a compulsory subject for the Intermediate Arts. Before the close of the quinquennium regulations had been drafted for a faculty and a degree in Agriculture.

Calendar.

26. The University calendar was again changed. The terms and dates for examinations fixed in 1910-11 were found not to work well in practice. The Matriculation is now held in March so that first-year classes can be formed in the middle of May. The Intermediate and Degree examinations begin in the middle of April. Third year classes are enrolled in the second half of June. They receive instructions for work during the vacation, but in most colleges regular lectures to degree classes begin in the autumn.

Sports.

27. The University Sports Tournament is gradually assuming large proportions as the number of colleges and students increases. The matches are as a rule played in a sportsmanlike manner, and when trouble arises it is generally due to the excessive partisanship of the spectators.

Vice-Chancellor.

28. For the smooth and yet efficient working of the University machine the chief credit must be assigned to the Reverend Dr. J. C. R. Ewing, C.I.E., who held the office of Vice-Chancellor for seven years, and only relinquished it in February of the present year when he proceeded on long leave. His services to the cause of education in the Punjab were recognised by the award of a C.I.E. in 1915. He was succeeded in the Vice-Chancellorship by the Hon'ble Mr. H. J. Maynard, C.S.I.

## CHAPTER IV.

### Secondary Education (Boys).

Number of institutions.

29. There were at the close of the quinquennium under review 413 secondary schools for boys in the Punjab as compared with 309 at its beginning.

Of these 131 were high schools, 131 Anglo-vernacular middle schools and 151 vernacular middle schools as compared with 96, 89, and 118, respectively, at the close of the last quinquennium. It will thus be seen that Anglo-vernacular institutions have increased by 77 while vernacular secondary schools have increased by only 33.

The increase in the former type of institution is chiefly due to private enterprise which, in matters educational, is almost entirely directed to the extension of Anglo-vernacular instruction.

Anglo-vernacular schools.

30. The reason for this is simple. The funds necessary for opening and equipping a privately-managed school can only be found by the

educated, that is English-speaking, section of the community; while, when it has once been started, the liberal grant-in-aid rules and the present rate of fees ensure an income for an Anglo-vernacular school which leaves but little of the recurring cost to be met from private sources. It is unfortunate that educational considerations do not always carry sufficient weight with the founders of such institutions. The influence of sectarian rivalry has been frequently mentioned in previous reports. There is little gained by a community which maintains two ill-equipped and ill-staffed schools when its educational needs could be met by one efficient institution.

The Inspector of the Jullundur Division, where the evil of inefficient Anglo-vernacular schools is most acute, gives, as a second reason, the increasing number of unemployed graduates, undergraduates and matriculates. He proceeds however:—"During the last eighteen months or so as the result of repeated advice, a stricter application of rules and the withdrawal of recognition in two cases, matters have improved a great deal, and some of the recognised schools are now fast becoming fairly efficient institutions.

"A step forward has also recently been taken in the amalgamation of two rival Anglo-vernacular schools where only one was needed, and I am hopeful of an extension of this eminently wise arrangement."

The Lahore Division is fortunately free from this evil, and the Inspector reports that no more 'pirate' schools exist: while the few private schools have come or are coming into line with other schools and obtaining recognition.

In spite of the increase of 41 per cent. in the number of Anglo-vernacular schools Inspectors generally complain of overcrowding in these institutions, the Rawalpindi and Jullundur Inspectors particularly emphasising this point. There is, therefore, plenty of scope for further effort on the part of private individuals, if actuated with a real desire for spreading Anglo-vernacular education, and if zeal is not allowed to outrun discretion.

**Vernacular middle schools.**

31. As a remedy for the present overcrowding both the Rawalpindi and Jullundur Inspectors suggest the opening of more Anglo-vernacular middle schools by district boards. But the resources of district boards are limited, and their first educational duty is the expansion and improvement of primary education. It is true that they have received large grants from imperial and provincial revenues during the quinquennium, but these have been generally utilised for the improvement of teachers' salaries and the opening of new primary schools, both objects of the first importance. Local bodies have consequently had little money to spend on secondary education, and such little was as a rule (and, I think, quite correctly) spent on the opening of vernacular middle schools. The value of schools of this class as a recruiting ground for teachers for primary schools has long been recognised; but the importance of this function has perhaps obscured the other great possibilities possessed by this type of institution. Being in effect rural secondary schools it is possible that, without any such radical alteration of their curricula as would disassociate them from the general system of education and preclude their students from proceeding to a High School and College, they might be utilised as the chief vehicle for the diffusion of agricultural education, the necessity for which is now generally recognised. Middle vernacular education is cheap and that it is popular is evinced by the numbers attending vernacular middle schools even when they are in proximity to Anglo-vernacular schools. There is, however, a tendency due to the representations of the well-to-do and therefore articulate section of parents, who naturally desire an English education near their doors, to convert these institutions into Anglo-vernacular middle schools; and it is not always easy for a local body to resist the importunities of the influential parents in the interests of the inarticulate majority to whom the cheap vernacular middle school is a real boon.

A solution of the problem of providing additional facilities for English education for those who can afford it and thus reducing the overcrowding in town schools, while at the same time not depriving the poorer classes of the only secondary education they can afford or indeed require, may be found in the general adoption of an experiment which has proved successful in the Jullundur

Division. Here the Board has attached to certain vernacular middle schools English classes to which pupils are admitted on paying the ordinary fees levied in an Anglo-vernacular middle school.

There are certain administrative difficulties in the way of the general adoption of this system, but these are not insuperable, and it might be well for district boards to consider this alternative before deciding to convert a vernacular into an entirely Anglo-vernacular school.

**Number of pupils.**

32. The number of boys attending secondary schools rose from 92,273 in 1911-12 to 110,348 at the close of 1916-17.

These figures must not, however, be taken to represent the number of boys receiving secondary education, since primary departments are attached to all middle schools, vernacular or Anglo-vernacular, and to all but a few high schools.

Secondary education may be said to commence from the upper primary department in Anglo-vernacular schools, when the study of English is commenced, and from the middle department in vernacular middle schools. The total number of pupils in the middle and high departments of secondary schools of all kinds is 46 639, and if we add to this the 21,336 boys in the upper primary departments of Anglo-vernacular schools, we arrive at total of 67,975 boys at the secondary stage of education as compared with 50,235 in 1911-12. Of these 8,155 are reading in vernacular middle schools, and the remainder (59,820) are learning English.

**Expenditure.**

33. The total direct expenditure on secondary education rose from Rs. 16,44,181 to Rs. 28,23,739. About one-half of the cost is met from the fee income, about one-eighth (Rs. 3,20,338) from private sources and the remaining three-eighths (Rs. 10,85,577) are met from public funds. Of the expenditure from public funds, that from municipal funds has undergone the least change; and this is natural, since secondary education in all large towns is provided by Government or aided high schools, the aid being given direct from Provincial revenues.

The largest percentage of increase in expenditure is nominally shown by district boards, who spent over three-and-a-half lakhs as compared with under one-and-a-half lakhs five years ago. But this expenditure includes the contributions made to district board finances from Imperial and Provincial funds, no inconsiderable items. These contributions being given chiefly for vernacular education, we find that the expenditure on vernacular middle schools has more than doubled, the increased expenditure being, no doubt, largely due to the improvement in the rates and salaries paid to teachers in these schools.

The proportion of the cost of the secondary education of their sons actually borne by parents in the shape of fees has decreased from 55 to 50 per cent. partly owing to the enhanced grants given under the revised grant-in-aid rules, partly owing to greater individual liberality in the shape of subscriptions and endowments.

It may at first seem illogical that in a country where there is such a pressing demand for funds for elementary education public revenues should bear three-eighths of the cost of secondary education. But it is, I believe, justifiable. Secondary education to be of any value entails an expenditure, which is beyond the means of the average middle class Indian parent. Without the State aid, which guarantees a certain standard of efficiency, instruction in privately-managed schools would rapidly deteriorate. The economic and social value of a boy who has received a *good* secondary education is great while a bad system of secondary education leads to unemployment and discontent.

**Course of study.**

34. The system by which English education begins in the primary departments of Anglo-vernacular schools operates very harshly in the case of pupils who do not live in the neighbourhood of Anglo-vernacular schools, *i.e.*, the vast majority of the rural population. They are obliged, after completing the vernacular primary course of five classes, to spend a year in a special class attached to an Anglo-vernacular school studying the English which their

more fortunate school fellows have acquired in the primary department. They thus waste a whole year of school life and incidentally often find themselves too old at the completion of the middle course to compete for high school scholarships. Some revision in the system to obviate this breach in the educational ladder seems eminently desirable.

The corresponding break at the end of the middle course, when boys from vernacular middle schools have to spend two years in a senior special class studying English only, before proceeding to the high department might be eliminated by the introduction of the English side in vernacular middle schools as suggested in paragraph 31 above.

Apart from the presence of English in the scheme of studies of Anglo-vernacular middle schools, their curricula do not differ widely from those of vernacular middle schools ; and the courses have since been further assimilated by the introduction of the vernacular medium in subjects other than English in the middle departments of Anglo-vernacular schools. This change however took place after the close of the quinquennium under review. At its commencement a revised curriculum for Anglo-vernacular schools came into force, the most important features of which are a curtailment in the number of school hours, latitude in the choice of text-books, the definite prescription of the direct method in English teaching, the introduction of drawing as a compulsory subject, and the amalgamation of science with geography as a single subject in the middle department. These changes were facilitated by the appointment of two special Inspectors, Mr. J. Y. Buchanan for drawing and manual training and Lala Ratan Lal for science. The revised curriculum seems to have met with general approval and it is noteworthy that after five years' working the educational conference which met in Lahore this year suggested only a few minor changes in it, apart from the change of medium to which reference has been made above. Criticism is often made of the number of subjects in the school curriculum as tending to overwork the boys. But it is not variety but monotony that produces brain fag. Two consecutive hours devoted to one subject are much more likely to result in lethargy and lack of interest than three periods of forty minutes devoted to three separate subjects.

Mr. Crosse, the Inspector of the Lahore Division, points out that the reduction in the number of school hours does not necessarily mean a relief for either pupils or teachers. He says :—

"The new curriculum with its shorter hours of work has been much appreciated, but whether the reduction has been an unmixed blessing is very doubtful, as it has tended to overburden boys with unduly heavy home tasks which have to be checked continually."

The evils of home tasks were vividly portrayed by Mr. Wathen, then Inspector of Schools, Jullundur, in a note attached to the 1914-15 report.

It is doubtful if many headmasters realise that a time-table is as essential for home tasks as for work done in school. Unless such a time-table is enforced, it is possible for the teacher of each subject which a boy takes during the day to set him a lengthy home task, in complete ignorance of the amount of home work set him by his other masters. More attention might be directed to this important part of school work.

**Instruction.**

35. Inspectors concur in thinking that there has been a general improvement in the methods of teaching, more especially in the teaching of English. The direct method of language teaching is now better understood, and with understanding has come appreciation, so that headmasters, who had viewed its introduction with distrust not many years ago, spoke enthusiastically in its favour at the recent educational conference in Lahore.

The Inspectors of Drawing and Science held classes for teachers at various centres and their efforts to introduce modern and practical methods in the teaching of these subjects have been very successful.

A manual training centre was also opened by Mr. Buchanan in Lahore in 1915. The idea of manual training is new to our secondary schools, but evidences are not wanting that the subject may be widely introduced. The progress achieved in these non-literary subjects is all to the good.

"On the other hand," to quote Sardar Sahib Bhai Hari Singh, Inspector of Multan, "the pass-percentage fetish and the University Examiner's demand for brief answers in set forms continue to hold their sway over the teacher and the taught. No wonder then that the professional compilers of 'notes,' 'glossaries,' 'epitomes' and 'keys' are plying a brisk trade The head-masters assure me that they discourage the use of these artificial and baneful aids. But so long as the oft-denounced 'cram' and 'grind' are found to pay, no outward checks can keep the easy victims from the tempting morsel."

Examinations.

36. There can be no remedy for these evils so long as the system exists by which not only at the close of the school course, but even at the close of each school-year, the attainments of a boy are judged solely on the results of written examinations, no account being taken of the evidences of industry and ability which he has shown throughout the year.

On the subject of the internal or house and promotion examinations Mr. Wyatt, the Rawalpindi Inspector, writes:—"The influence which good questions may exercise over the methods of teaching is very little realised, and few if any of the headmasters moderate the question papers with this end in view. Often the papers are badly printed and misspelt and the marking is hasty and uneven in standard."

A movement for the reform of the purely external examination at the end of the course was initiated during the quinquennium, in the shape of a proposal to institute a Joint Matriculation and School Final Board whose duty it should be to adapt the examination to the needs of the schools and scholars. The proposal met with considerable opposition and is still under discussion.

"The opposition to the scheme appeared chiefly to be due to the idea that its adoption would *a*) result in a gradual but inevitable loss of University control of the examination, and (*b*) open the way to certain innovations with which the award of a school final certificate was thought to be associated, and which were regarded with some distrust, *e.g.*, the assigning of value to school records in lieu of, or in addition to, a public examination, for the award of a certificate." (Appendix to Syndicate Proceedings of October 13th, 1916.)

It is to be hoped that the coming quinquennium will see the introduction of this much needed reform.

Meanwhile the tendency of the general public to judge a school solely by the results which it obtains at the Matriculation examination seems to be steadily increasing.

"If the school does exceptionally well in the Matriculation examination," says one Inspector, "there is at once a rush of boys to that school and for some time in the streets and in the homes of the people it is the chief topic of the day."

Headmasters.

37. Small wonder is it then that the energies of the headmasters are chiefly devoted to the preparation of this class; and that Inspectors without exception comment on the lack of supervision exercised by them over the work of the junior classes.

The Inspector of the Rawalpindi Division says:—

"Far too often I have found the headmaster, though capable of better things, content to do his daily round of so-called supervision without any deliberate or systematic aim. His control is neither definite nor thorough. There is no regular check of each teacher's teaching (except such as the internal examination affords), no evidence of guidance as to methods, no attempt to stamp any particular character upon the work in any subject or on the school as a whole or to bring the teaching in any particular subject into harmony and continuity in successive classes. Syllabuses have been perfunctorily prepared and are seldom the result of real thought or adapted to the opportunities and needs of the locality. Records kept of the work by headmasters or assistants, if kept at all, have been formal and uninformative: and care over small matters—the blackness of the blackboard, the use of charts danging in the class rooms, the keeping of ventilators open, the seating of hupils with regard to sight or size—has been generally absent."

This is a strong indictment; but as the Inspector himself admits, the fault lies not so much with the teachers as with the system. So long as the success of a school depends chiefly on the examination results obtained in its highest class, there can be little incentive to ambition on the part of the junior masters, the majority of whose pupils, as can be seen from table X appended to this report, do not even reach the High department.

**Teaching staff.**

38. That there is a marked improvement in the quality of the work in all departments may be ascribed partly to the efforts of the inspecting staff, partly to the pressure of the grant-in-aid rules, which demand a certain minimum of efficiency as a qualification for grant-in-aid, and partly to the increased efficiency of the teaching staff.

The percentage of trained teachers has increased very largely.

The following figures for High and Middle schools are taken from general table IX in which further details can be found :—

| | Middle Schools. | | High Schools. | |
|---|---|---|---|---|
| | 1911-12. | 1916-17. | 1911-12. | 1916-17. |
| Trained teachers ... ... | 1,184 | 2,154 | 1,122 | 1,652 |
| Untrained teachers ... | 932 | 1,040 | 985 | 1,018 |

From the above table it will be seen that the percentage of trained teachers in secondary schools has increased from 54 to 65.

The increase in the number of trained teachers is of course due to the increase in the number of students who undergo training, to which reference is made in Chapter VI. This increase in turn is due to the growing popularity of the teaching profession. For this there may be given two main reasons. First, that to which reference has already been made in paragraph 30 of this chapter, namely the larger output of graduates and undergraduates from colleges ; the second reason is the increased emoluments of the teaching profession. The statement below may be of interest—

*Salaries of teachers in High schools.*

| | Number of teachers in | | | |
|---|---|---|---|---|
| | *Government Schools.* | | *Aided High Schools.* | |
| | Vernacular and Oriental. | Anglo-vernacular. | Vernacular and Oriental. | Anglo-vernacular. |
| Drawing under Rs. 20 per mensem ... | ... | | 233 | 5 |
| Drawing over Rs. 20 and under Rs. 40. | 219 | 17 | 491 | 77 |
| Drawing over Rs. 40 and under Rs. 60. | 92 | 135 | 88 | 165 |
| Drawing over Rs. 60 and under Rs. 100. | 19 | 127 | 3 | 197 |
| Drawing over Rs. 100 ... | 1 | 60 | ... | 162 |
| Total number of teachers | 331 | 339 | 815 | 606 |

*N. B.*—While all aided High schools have lower primary departments, several Government schools do not ; hence the large number of low paid vernacular teachers in the former class of school.

The pay of teachers of oriental languages, a very deserving section of the teaching profession, is still low.

39. The improvement in the rates of pay given to teachers in aided high schools is partly due to an alteration in the grant-in-aid rules by which staff grants, *i.e.*, grants towards the salaries of trained teachers, are now assessed at one-third instead of one-fifth of their salaries. These rules are on the whole working well, though some redistribution in the rates of grants between the different departments may be desirable. Grant-in-aid rules.

Mr. Wyatt, the Rawalpindi Inspector, suggests that the assessment of grants triennially instead of annually in the case of well-established institutions might save Inspectors' unnecessary labour, and allow them greater freedom in conducting their inspections, while at the same time assuring the schools of a certain fixity of income. There appears to me much to be said for this proposal.

40. The migration of teachers from school to school is still too common; but this evil will be largely remedied by the general establishment of provident funds. There has been a rapid increase in the number of such funds during the quinquennium; indeed Mr. Crosse reports that of 107 secondary schools in the Lahore Division only 17 schools have not established provident funds for their staffs. The question of issuing model rules for the guidance of aided schools in this matter, as also that of providing special grants towards their maintenance from Provincial revenues, is now under consideration. Provident Funds.

41. It is to be feared that Government schools have not set a very good example in the matter of stability of staff: the promotion of any teacher to a higher grade generally involving his transfer to another school. It is not very easy to see how this difficulty can be overcome. In other respects the Government high schools may fairly claim to have fulfilled their object by setting a high standard of secondary school education at each district head-quarters for privately-managed institutions to follow. Among other particularly successful institutions may be mentioned the Central Model School, Lahore, and the Government Schools at Amritsar and Hoshiarpur. Government schools

42. The re-housing of Government schools has been one of the features of the quinquennium. Buildings.

Fine new school buildings, according to a modern type plan, have been erected at Jullundur, Gujrat, Campbellpur, Gujranwala, Gurdaspur, Sialkot, Lyallpur, Dera Ghazi Khan, Montgomery and Hoshiarpur while projects for new buildings for the Government High Schools at Ambala, Ferozepore and Multan have been initiated and will shortly be carried out.

The claim put forward in the annual report for 1913-14 that "the Punjab will shortly be equipped with a set of Government high school buildings which should challenge comparison with those of any other Province" is justified by the advance already made, though the rate of progress has necessarily been retarded since the commencement of the war.

The influence of these building operations for Government high schools has spread to the aided high schools in their vicinity. Although these schools too have been adversely affected by recent events, and subscriptions to other than war objects have inevitably been curtailed, yet a number of fine school buildings have been erected for aided schools during the quinquennium. It is sufficient to instance the D. A.-V. and Islamia Schools at Ambala and Rawalpindi, and the Khalsa School at Ludhiana.

43. Building operations have not been confined to the provision of class room accommodation. New hostels have been erected for the Government High Schools at Hissar, Gujranwala, Gurdaspur, Hoshiarpur, Dharmsala, Dera Ghazi Khan and Lyallpur, while among other aided institutions which have followed suit may be mentioned the Arya Samaj Schools of Hoshiarpur, Jullundur and Ludhiana, the Dev Samaj School at Moga and the Khalsa School at Ludhiana. Hostels.

Accommodation is still generally insufficient in view of the growing demand, and this is particularly true of board middle schools which are fed by the primary schools in the vicinity.

The establishment of denominational hostels at certain centres deserves mention; such are those maintained by the Ahirs and Bhargawas of Rewari, the Rajputs of Ambala and the Sikhs of Rupar. Half a dozen hostels of this class are supported by different communities in the Lyallpur District.

The new hostel buildings are both commodious and hygienic and, as Mr. Crosse observes, "hostel life in most of the schools has become quite comfortable. Large and airy dormitories are well equipped with requisite furniture; a copious supply of water for drinking and bathing is available for all. Dining rooms, reading rooms and play-grounds have been attached to these institutions and senior masters, as superintendents, look after the comfort, health, character and study of the boarders. Free medical attendance is usually available when required."

Mr. Wyatt of Rawalpindi also speaks in favourable terms of the conduct of the large urban hostels, but paints a less attractive picture of the hostels attached to board middle schools, where there is often little attempt to follow the elaborate time-tables affixed to the portals. Unfortunately the number of specially designed hostels is still comparatively small and the majority of boarders are accommodated in hired houses. Of the condition of these boarding-houses the medical inspectors draw a gloomy picture, emphasing especially the over-crowding, poor lighting and insufficient feeding. In the best hostels the unsatisfactory features are the lack of variety of in-door occupation and the excessive study, especially as examinations approach, allowed by the superintendents.

In other respects these officials are reported to do their work well; and the increased allowances now offered in Government schools for superintendence attract senior masters to undertake this duty.

Medical inspection.

44. The health of boarders is generally better than that of day scholars; but efforts have been made during the quinquennium to supervise the health of all scholars attending secondary schools. A resolution was passed at the Punjab Sanitary Conference held in August 1913 to the effect that the Provincial Medical Department should be utilised as far as possible for the inspection of schools and scholars. Accordingly in 1915 six assistant surgeons were appointed as medical inspectors of schools, one to each division, and one in special charge of the Government institutions (colleges and schools) in Lahore. The medical inspector visits once a year every Government, board and aided Anglo-vernacular secondary school in his division and conducts a physical examination of each pupil reading in the secondary department. The results of the inspections of the school premises are recorded in a register kept for the purpose, while medical history cards are kept for each boy inspected. When the boy leaves school for good his card is filed in the Inspector's office and it is hoped that valuable statistical results may be obtained from these records. In any case in which a serious defect or ailment is detected the parent is notified and advised to take his child to the local dispensary for treatment. For it has been decided that it is no part of the medical inspector's duty to doctor the boys; indeed it would be impossible for him to do so in the time at his disposal. Unfortunately the parents, being often ignorant villagers, pay little attention to the medical officer's advice. More good might be done if the headmasters used their influence in support of the medical inspector: but it is generally reported that headmasters do not realise their responsibility for the health of their pupils. From more than one division it is reported that medical history cards were locked up on the departure of the medical inspector and not referred to until his next visit.

Overstudy, lack of exercise and underfeeding are reported by all medical inspectors to be the chief causes of the poor standard of health among school boys. From 30 to 50 per cent. of the pupils examined were found to suffer from defective eyesight. The subject of health in schools is of such importance that I append the report of B. Mula Singh, late Medical Inspector, Ambala Division. (Appendix B) Unfortunately this officer, with others, has been recalled to military duty, and there is little likelihood of their places being filled during the continuance of the war.

Physical education.

45. The lack of physical exercise to which the medical inspectors refer is partly due to the difficulty of providing adequate play-grounds for the new schools and scholars, especially in the neighbourhood of towns, where land is costly. But it is also largely due to the tradition which dies hard, that the chief function of school games is to turn out successful tournament teams. The fallacy is indeed akin to that which dominates the school work. However, several Inspectors report that attempts are being made to organise games for junior pupils. Unless this can be done, there is little value in school games. Inspectors also report an improvement in the spirit in which games are played; and if there is occasional unfairness or ill-feeling, as often as not it is the teachers or managers that are to blame.

An arrangement was entered into with the Young Men's Christian Association by which the services of Mr. J. S. Robson were secured as physical adviser. Mr. Robson held a course for drill instructors in Lahore last winter and also visited a number of schools. He has now drafted a new scheme of physical exercises based on scientific principles, which has been introduced in the schools where instructors are capable of putting it into effect.

Moral training.

46. Of the moral training which pupils receive in school it is difficult to speak with certainty. "In some of the best schools," Mr. Wyatt reports, "more or less definite attempts are made to influence the pupil's character. The private saying of prayers, the encouragement of mutual help (as in times of illness), special addresses or sermons, the award of prizes for good conduct, and deliberate appeals to the parents are amongst measures adopted here and there."

One of the most common forms of indiscipline is the bringing of reckless and unfounded charges by pupils, not always without the knowledge of other members of the staff, against any master who has had occasion to report or punish them. Anonymous and pseudonymous letters addressed to those in authority are a favourite form of attack. This evil habit among pupils can only arise from a lack of proper respect for their teachers, who on the other hand complain that parents do not help them to maintain their authority, and indeed show little interest in their sons' life at school except when the question of annual promotion arises.

The schools and the war.

47. It would be impossible to close this chapter without a reference to the splendid response made by the teachers and pupils of the Punjab secondary schools to appeals made to them on behalf of the war. To the Imperial Relief Fund and the Punjab Aeroplane Fund contributions poured in from teachers, from schools and even from separate classes. Teachers have invested largely in the war loan, and though this was obviously impossible for school boys, a suggestion by Mr. Tydeman of the Central Model School that parents might by monthly payments buy postal certificates for their sons resulted in an immediate and unexpected response. The whole of the staff at once announced their intention of co-operating and over 500 students applied for one or more cash certificates. Monthly instalments are still being received from 373 boys and the total result of the subscription from the school so far is Rs. 6,820; and it is expected that the final amount will not be less than Rs. 10,000.

Apart from pecuniary contributions, the secondary schools have furnished their quota to the fighting forces of the Crown. In the Rawalpindi Division alone the number of teachers and pupils of secondary schools who have enlisted is nearly one thousand.

## CHAPTER V.

### Primary Education—(Boys).

Number of schools and scholars.

48. The total number of primary schools for boys in the Province at the close of the year 1916-17 was 4,913 with an attendance of 245,628 scholars.

In the last year of the preceding quinquennium a five-year scheme for the expansion of primary education, based on estimates received from

the different districts, had been submitted to the Government of India. It provided for an increase of about 550 primary schools annually. A revised programme was submitted in 1914 in which an increase of 1,000 schools during the next three years was proposed. The estimates sent in from districts were, as stated in the report for 1911-12, coloured by the pre-possessions of the authorities concerned; and the actual expansion has not followed the programmes submitted.

The number of schools opened annually during the quinquennium is as follows:—

| | |
|---|---|
| 1912-13 ... ... ... ... | 273 |
| 1913-14 ... ... ... ... ... | 468 |
| 1914-15 ... | 394 |
| 1915-16 ... ... ... ... ... | 206 |
| 1916-17 ... ... ... ... ... | 159 |

amounting to an increase of 1,500 schools in all involving an increase of 66,163 pupils. The falling off in the number of new schools in the last two years is due to the gradual exhaustion of the Imperial grants for primary education. During the preceding quinquennium, when there were no Imperial grants, there was an increase of only 263 schools and 37,934 pupils. It will thus be seen that while six times as many schools were opened during the last quinquennium, the increase in the number of pupils was only double that of the preceding period. It is not easy to account for this phenomenon; but one reason for it may be the very large number of new aided elementary schools included in the last figures, amounting to 590 out of 1,500. Schools of this class are not so well attended as board schools; and, when opened in proximity to a board school, draw on the same pupils, and do not add much to the school-going population. The net result of one public school per 6·7 towns and villages against one per 9·8 towns and villages in 1911-12 is satisfactory.

The rate of expansion in the various districts has been very uneven and has depended partly on the financial conditions of district boards, partly on the interest taken in education by the local authorities. The figures for the following districts may be contrasted:—

Lyallpur 164 new schools, Jhang 34, Shahpur 129, Jhelum 25, Sialkot 84, Amritsar 27, Kangra 80, Ludhiana 23

Board and aided elementary schools.

49. Not only has the rate of expansion varied, but the methods have also varied.

Some boards, notably Gujrat, Jhelum and Kangra, have relied chiefly on aided schools, while in other districts, *e.g.*, Shahpur and Rohtak, the advance has been mainly by means of board schools. There can be no question that the latter class of institution is not only more efficient but actually more popular with the rural population. A board school is usually better housed, better staffed, and much better equipped than an aided elementary school. The teacher is under the direct control of the local board and can be transferred if he proves unsuitable or unacceptable to the neighbourhood. Whereas the teacher of an aided school is not transferable, and so long as he maintains a sufficiently high standard of instruction to deserve a grant, is independent of authority. But the aided elementary school is much cheaper than the board school, involving as it does no expenditure on buildings and equipment; so that the temptation has been strong for boards anxious to extend primary education in their districts to rely chiefly on this class of school for the expansion and to sacrifice the quality of education to the quantity. A circular on the subject was issued after the close of the quinquennium and it will be discussed at a committee on district board finance, which will meet in October of this year.

The increase in the number of elementary schools, either aided or seeking aid, is in no small measure due to the revision of the grant-in-aid rules, permitting of much larger grants being offered to such institutions. This change came about at the close of the last quinquennium, so that, while in

that period there was only an increase of 17 aided schools and of 5,945 in the number of pupils attending them, during the past five years they have increased by 590 with an increase of 23,184 in the attendance. These figures are significant of the increasing demand for education in rural areas.

50. The enhanced grants for elementary schools were offered in order to tempt maktabs, mullah schools and other institutions of a religious character to add some instruction in secular subjects to their curricula and thus to come into the educational system. The change, however, has failed in its object. Very few of the new aided elementary schools were originally of a religious character; and the maktabs and Qur'an schools continue on their old lines. But the higher grants have tempted youths with a smattering of education, too often 'primary passes' who have lost their taste for agriculture, to open venture schools in hopes of recognition and grant. Effect of grant-in-aid rules.

The Inspector of the Rawalpindi Division, where no less than 62 per cent. of the recognised primary schools are of the aided elementary class, writes :—"Teachers of this type are not always a healthy influence and the award of grant to these so-called 'indigenous' schools has been too indiscriminate, sometimes in disregard of the requirements of different localities or of what the district board could afford. On the other hand, especially in districts, where they have been guided and encouraged, teachers in some of these schools teach as efficiently as board school teachers, and it has been possible to assimilate their curriculum to that of board schools and to admit pupils from them to Middle departments."

The grants to elementary schools are calculated primarily on the average attendance of pupils, and it is a regrettable but undeniable fact that the registers of such schools are frequently unreliable. On a recent visit to Karnal I was told by the District Inspector of one school of this kind, which, owing to a change of programme, he had visited two days before he was expected, only to find no teacher and no pupils. On enquiry from the villagers he learnt that the teacher lived some miles away and only turned up at the school once a week, marked the registers and went away. This is, it may be hoped, an extreme instance, but it is at least doubtful if many of the reputed pupils of aided elementary schools are receiving any regular education.

It would also be an interesting if somewhat disheartening calculation to estimate how many of the 66,000 new pupils in primary schools belong to the category of 'volatile' infants as Mr. Wyatt calls them, *i.e.*, small children who are sent intermittently to school to be out of harm's way, and whose parents never intend to make scholars of them at all. The question is dealt with in a later paragraph. Meanwhile it is to be feared that all the money that has been spent in aiding elementry schools during the quinquennium has not been spent to the best advantage.

51. The total direct expenditure on primary schools rose from Rs. 8,76,375 to Rs. 15,67,402 or by 78·8 per cent. Expenditure from Provincial revenues rose by 2½ thousands or 19·2 per cent., while that from private sources by 59 per cent. to about Rs. 90,000. The chief increase, however, was in the expenditure by local bodies, owing to the contributions made to them from the Imperial grants. Expenditure.

The system under which these grants were distributed to local bodies is described in Chapter II.

52. They have been utilised partly in the opening of new schools, but chiefly in the improvement of teachers' salaries. This was a much needed measure of reform. Under the schemes now adopted by all district boards no certificated teacher receives less than Rs. 12 if an assistant in a board school or Rs. 15 if a headmaster. The great majority of boards have introduced an incremental scale of pay, running up to either Rs. 25 or Rs. 30 per mensem for a headmaster. Provident Funds have also been generally established. Teachers' salaries.

A large number of headmasters, in fact about one-sixth of the total number of elementary teachers, are in receipt of allowances varying from Rs. 2 to Rs 10 per mensem as branch postmasters. A few draw allowances of Re. 1 or Rs. 2 per mensem for the charge of cattle-pounds.

The post of headmaster of a board primary school, drawing, if allowances are included, some Rs. 20 a month, living in the neighbourhood of his native village, and except for some four or five inspection visits a year from educational, postal and other authorities, suffering from no excessive supervision, is by no means an unenviable one for a village lad.

Qualifications of teachers.

53. It is not therefore a matter for surprise that although the number of Normal schools has increased from five to ten, there has been no dearth of applicants for admission. An exception is the Rawalpindi Division, where the difficulties of recruitment have been partly due to the insufficient number of vernacular middle schools, from which candidates for Normal schools are drawn. Of those boys who pass the vernacular middle examination every year, about one-third proceed to High schools, and about one-third take other vernacular posts, (*e.g.*, patwarships) or return to their hereditary avocations, leaving only one-third available for the teaching profession. With the increase in the number of primary schools, the need for a proportionate increase in the number of vernacular middle schools must not be overlooked.

There were altogether 9,868 teachers employed in primary schools of all kinds. Of these no less than 5,150 were trained and certificated. The corresponding figures for 1911-12 are 6,498 and 2,730. To meet the large demand for assistant teachers, training classes for primary passed youths were opened at a number of centres, of which further mention is made in Chapter VI. Apart from the value of the training given, which varies considerably in accordance with the efficiency of the masters employed, the effect of these classes is to turn out a large number of youths who have definitely adopted the teaching profession.

When one reads that in board schools in the Multan Division 926 teachers out of 1,192 are trained (as compared with 475 out of 873 in 1911-12), and that in the Mianwali District the proportion of certificated teachers is 85 per cent., it must be admitted that great strides have been made in the direction of staffing the board primary schools with properly qualified teachers. In the aided elementary schools the proportion of trained teachers is naturally much lower; in the Jullundur Division for example it is only 25 per cent.

Instruction.

54. As a result of the increase in the proportion of trained teachers it is reasonable to expect that the quality of the instruction in primary schools should have improved. That this is the case is generally admitted and is indeed proved by the fact that, although 1,500 new schools have been opened, the majority of whose pupils must have joined the infant class, yet the proportion of pupils in the upper primary classes has increased from 17 to 20 per cent. On the other hand if some improvement is admitted, it is no less true that the quality of instruction in primary schools leaves much to be desired. Practical subjects, such as nature study, mensuration and land records, are badly taught, while there is little intelligence shown in the teaching of Geography and Urdu composition. Many teachers are themselves ignorant of the system of native accounts which they are expected to teach; and Mr. Wright, the Jullundur Inspector, doubts the value of this subject of the curriculum. As he points out, "a much simpler method is now used in the Co-operative Credit Banks which are being opened every year."

High proportion of pupils in Infant Class.

55. But, leaving aside detailed criticism of the teaching, there must be something wrong with a system under which nearly 161,000 children are found in the infant class (see General Table X) while the aggregate attendance in the two lowest school classes, 228,649 (this figure includes girls) is considerably greater than half of the total attendance at educational institutions of all kinds, schools and colleges, in the Province. This phenomenon, it may be added, is not merely an incident due to the rapid growth of education, as very similar proportions will be found to have existed for the last ten years.

It is due, I believe, to three principal causes :—

(*a*) The presence in the infant class of what Mr. Wyatt calls 'volatile and stagnant infants.' Of the former class of children I have already spoken. It will always be with us, till that period, at present sufficiently remote, when a measure of compulsory education reaches rural areas. It is not, however, confined to rural areas as Mr. Wyatt reports that in the lower primary departments of high schools it is common to find irregular attendance treated as the normal state of affairs.

The existence of the stagnant class who, after two or more years' intermittent education in the infant class, leave school without reaching the dignity of the second lower primary standard, is a blot on our educational system. It is due to :—

(*b*) The impossible task which is expected of the master in charge of a single-teacher school. (It should be premised that the majority of primary schools in the Province are of this character, and the proportion will rise rapidly as the number of rural schools increases. The largest villages of the Province have already been provided with schools, and the primary schools of the future must be started in smaller centres of population.)

There are five classes in an ordinary primary school, for lower primary schools are unpopular and rare (see paragraph 56) and there are nominally five working hours in the school day. Presumably, therefore, if the five classes are in charge of a single master he should devote one hour a day to each class, But the number and variety of subjects taken by the upper primary classes, the greater interest these subjects have for the teacher, the importance attached to the attainments of the senior pupils by inspecting officers, all these influences combined lead the teacher to devote a larger proportion of his time to the senior classes. Even when, in spite of departmental regulations, the school hours are prolonged to six or seven during the day, it is rare that more than an hour of the teacher's time is devoted to the infant class.

(*c*) But this is not all. Were the children of the infant class taken by the master, even for an hour a day in one section or two sections for class teaching, some daily progress might result. But admissions are made to the infant class at all periods of the school-year so that children are to be found in this class at all the initial stages of instruction. Mr. Wyatt, the Rawalpindi Inspector, is attempting to restrict the admission of pupils into the infant class to one period of the school year; and it is hoped that his efforts may prove successful so far as town schools are concerned; but there is little likelihood of such an innovation being accepted by parents in rural areas. This restriction, indeed, has not yet been found practicable in England.

In an ordinary village school containing some forty boys under one master, the infant class will consist of about twenty children (the proportion is often larger), and for purposes of instruction they may be divided into five or six groups according to the stage which they have reached; though in schools under old-fashioned teachers they are often taken individually. If the total amount of time devoted by the teacher to the class daily is one hour, it is clear that the time devoted to each child in the class during the day is not more than ten minutes. Now, while the children of the upper classes, who can read and write, are able to study books, do exercises, and in some measure to educate themselves, the children of the infant class are wholly dependent on the teacher for any learning they may acquire in school. They consequently spend most of the day reading and re-reading or writing and re-writing (sometimes under the supervision of a 'monitor') the few letters which the master may have pointed out to them at his last visit to the class. Their chief duty, at an age when nature would expect them to be exercising their limbs and their voices, is to sit as still as possible and not to disturb the lessons of the senior classes. Is it a matter for wonder that habits of apathy and mental inertia are engendered? And that boys whose early education has begun on these lines should show a lack of keenness and originality when they reach the stage when such qualities are expected in their work?

I have dwelt at some length on this question because it appears to me of the first importance at the present time, when the need for a wide diffusion of primary education is generally recognized, and when even projects of compulsion are under consideration. The mere multiplication of small single-teacher schools, the great majority of whose pupils will not reach the upper primary stage, will have little effect in breaking down illiteracy. If the foundations of our educational system are not to be laid on a shifting sand of casual attendance and a stagnant morass of neglected ignorance, the teaching of the lower primary classes must be radically reformed. Towards this reform I suggest three steps :—

(*a*) Insistence on the provision of two teachers for any five-class school : a single-teacher school should not attempt instruction above the fourth primary standard. Even four classes are more than one teacher can easily handle; but experience has shown that a good trained teacher following a set time-table can keep four classes occupied, while it is quite impossible for any man single-handed to manage five. To provide two teachers for every primary school would not only be very costly, but, if the following measure is carried out, should be unnecessary.

(*b*) Improvement in the methods of teaching. For example, (*i*) for the individual system of teaching in the infant class the class or section system should be substituted ; (*ii*) the primary teacher should be taught how to manage three or four classes at once ; and (*iii*) methods of teaching individual subjects should be improved ; in the initial stages of teaching reading, for instance, a method is still followed which was abolished forty-five years ago by law in Prussia and which has long been obsolete in other countries.

Improvement in the methods of teaching involves reconstruction of the work of the normal schools in order to bring them more into touch with the practical needs of the elementary school teacher. The question is dealt with in Chapter VI.

(*c*) Greater attention to the lower primary classes on the part of inspecting officers. Without this, little good will result from the previous suggestion. Not only must the teacher learn how to handle his classes, but inspecting officers must see that he carries out his instructions. At present, the inspection of primary schools is far from satisfactory. Attention is mainly devoted to the few boys who have reached the top classes.

The senior inspecting staff is too busy inspecting secondary or Anglo-vernacular schools to devote sufficient attention to primary education. Until the Divisional Inspector can find time to take a personal interest in primary schools, it is unlikely that his assistants will realize the importance of this branch of education. It is an unfortunate circumstance that the great majority of the subordinate inspecting staff, to whom falls the duty of inspecting rural schools, does not belong to the rural classes ; a point which was discussed at the recent conference at Simla on agricultural education.

**Agriculturists and education.**

56. There is another aspect of this question to which insufficient attention is paid, *i.e.*, the effect of improved teaching on the popularity of rural schools.

For the indifference of the agriculturist to education three reasons are generally assigned :—(*a*) His conservatism, *i.e.*, his inability to see the advantages of education for a boy destined to become a farmer ; (*b*) his disinclination to spare the services of his children from field work ; (*c*) the unsuitability of the primary school curriculum.

(*a*) Of the validity of the first reason there can be no question. A similar prejudice is found in every rural society in the world. There are, however, strong evidences that it is losing its hold, not the least of which is the growing demand for new schools in rural areas. It still constitutes, and always will constitute, the chief obstacle to educational expansion among agriculturists.

To this conservative class of parent must be assigned the man who sends his son to school in the hope that he may obtain Government employment. He sees in education only an outlet from the work of the farm. He is thus described by Mr. Wright, Inspector of the Jullundur Division :—" In a family the father arranges that one or two of his sons shall go to school and shall be given facilities to continue their education up to almost any standard, but that his other sons shall continue the ancestral employment without even the modicum of education given in elementary schools. He has not yet realised the need of education for his own work, and very often the boys attending school are better clothed and better fed than the other sons of the family, who are employed in the fields. And not seldom is it found that boys attending the school are not required to take any real part in their father's agricultural operations."

(*b*) The importance of the second reason has to my mind been greatly over-estimated. Children are admitted to school at the age of five, and the economic value of a boy under seven years of age even to the poorest cultivator must be infinitesimal. Indeed, one can see from the number of casual pupils in the infant class that parents are in many cases only too glad to be relieved of the charge of their small children during the day.

Attempts have been made by the introduction of half-day time-tables to permit of school boys being utilised on farm work during part of the school day. These have met with little or no success. The Ambala Inspector reports that in the Simla and Ambala Districts the experiment was given up as impracticable ; that in Hissar after a year's trial in 1913-14 it was abandoned, but is again being tried, hitherto without success. " In Karnal and Gurgaon Districts it is reported to be working fairly well."

It is obvious that if scant attention is paid to new comers during a five-hour school day, the amount of time that a teacher will devote to them during a half-day will be negligible. And, if a cultivator so far overcomes his conservatism as to send his boy to school at all, he wants him to learn *something*. I deal with this point latter.

(*c*) It is doubtful if any alteration in the subjects of study in primary schools would have any noticeable effect on school attendance. The agriculturist who sends his boy to school regularly, does so that he may receive education, by which he understands reading, writing and arithmetic. If Government in its wisdom insists that geography and nature study should also be taught he accepts these subjects as part of the school routine. Indeed, the boy cultivator is quite prepared to learn under the heading of nature study that a horse is used for riding, that sugar is sweet (especially if the teacher fresh from the inductive methods of the normal school requires him to taste it before giving a judgment) and to consider the acquisition of similar facts, with which he is perfectly familiar, a part of education.

This is not to say that it might not be desirable in the best interests of education to bring the work of a rural school more closely into touch with its surroundings. This might be done by making the arithmetic work deal with problems which would be met with in the life of an agriculturist, by making the nature study local and provincial, and by the inclusion in the earlier reading-books of lessons dealing with rural subjects. This principle should not, however, be carried too far, for one of the chief functions of a school should be to widen the mental horizon of the pupils.

Any such changes will not materially affect the attendance at rural primary schools. Indeed, any radical differentiation between the curricula of rural and town schools will only affect the attendance at the former adversely. The special zamindari schools which used to be maintained in rural areas failed completely to attract the agriculturist who resented his sons being deprived of the chances open to town pupils. For similar reasons lower primary schools are unpopular and soon add upper primary classes.

The real cause, apart from the natural conservatism of the cultivator, for the unpopularity of education in rural areas is, I am firmly convinced, the inefficiency of the schools. The reasons for this inefficiency I have already given in paragraph 55.

Any agriculturist, who has sufficiently advanced ideas to send his son to school for education, has sufficient intelligence to be dissatisfied with a system which condemns the boy to sit idle in school for hours. When after a year's attendance he finds that the boy has not finished learning the alphabet, it is not surprising that he withdraws him from school. It is the rule and not the exception that a boy should take two years to obtain promotion to the second primary class. General Table X shows 23,349 children in the first class between the ages of 5 and 6, but only 2,872 in the second class between 6 and 7 years of age.

The following figures supplied by Mr. Wyatt for the Rawalpindi Division are instructive—

| | Average age. |
|---|---|
| Infant class ... ... ... | 7·7 |
| 2nd and 3rd classes ... ... | 10·6 |
| 4th and 5th classes ... ... | 12·5 |

The average age is, no doubt, raised by the late admission of a certain number of Muhammadan boys who have previously attended Muktabs or Masjids for religious instruction. But making all due allowances, the average age is much too high.

Lest any one should deduce from the above remarks that primary education in the Punjab is in a bad way, it is only just to add that it does not compare at all unfavourably with that in other Provinces. The number of trained teachers, and certainly their attainments, are as high as in any other Province. The rates of salary for elementary teachers are higher than elsewhere in India. The schools are well equipped and considerable progress has been made during the quinquennium in providing them with proper buildings.

Buildings.

57. In this matter the Multan Division with 182 new primary school buildings to its credit stands first, Jullundur following with 120 new buildings. The Lyallpur District alone constructed 129 new school houses, and there was also considerable activity in the Ferozepore District. Yet the need for suitable school buildings throughout the Province is still very great. As was observed in the Annual Report for 1913-14: "An indefinite amount could be spent on building school-houses." The following typical figures for board schools held in rented or borrowed buildings are supplied by Mr. Crosse for the Lahore Division. Lahore 46 out of 117, Amritsar 26 out of 111, Sialkot 71 out of 182, Gujranwala 64 out of 148. "Most of these private houses are ill-ventilated, badly lit and inadequate in size. Most of the aided schools are still held in masjids, shivalas, dharmsalas or even in the open air on the roadside."

Great divergence of opinion is still found as to the proper form of building for a village primary school. Few would be found to justify the expenditure of a large sum on a primary school building. On the other hand the advocates of cheap kuchcha school-houses overlook the fact that such buildings in a short time double their initial cost in repairs, which form no inconsiderable tax on the annual resources of District Boards. The open shelter or shady tree, whose cheapness forms its chief attraction, seems peculiarly unsuitable to a climate where duststorms are not infrequent and the variations in temperature are so extreme as in the Punjab. It is sometimes supported on the score of health, but where open air schools are conducted the clothing of the children is adapted to the weather. "In American

'roof-garden' schools, which are open all the year round" to quote from a medical report, "lessons are carried on when the temperature of the 'class-room' is considerably below zero, but in that case the children are provided with furs, and proper provision is made for adequate feeding." Although the cold is not so extreme in the Punjab, it is sufficiently intense and neither furs nor feeding can be expected from a district board.

The solution seems to lie in the provision of decent but not too expensive school-houses for all well established board schools. Roughly speaking, from twenty to twenty-five rupees per boy in average attendance may be taken as a basis for an estimate in normal times. A well built school-house is in itself an educative influence, and certainly adds considerably to the prestige of the school and the teacher. It is difficult for a teacher to take a proper pride in a school conducted in a mud tenement.

Duration of school life.

58. Professor G. S. Chowla of the Government College, Lahore, has made some very interesting calculations as to the average duration of school life in the Punjab. He used the method of calculation adopted by the Government of India in its last quinquennial report, and also those methods suggested by Professor Littlehailes of Madras. For none of these methods did he find the data complete and there was consequently some variation in the results. But there seemed little doubt that the correct figure was between 3·5 years and 4 years, which corresponds with the Government of India's calculation for the whole of India. The importance therefore of making school work as efficient as possible in the first four classes is evident.

## CHAPTER VI.

### The Training of Teachers.

Number and kinds of institutions.

59. The chief institution for the training of teachers for boys' schools in the Punjab is the Central Training College. Until the quinquennium under review it was the only institution that provided training for secondary teachers. A few training classes for junior English teachers have been opened to supplement its work, but it still remains the only source of supply for English-trained teachers for the senior classes of High schools and for the higher grade of vernacular teachers.

Teachers for primary schools are trained at normal schools which have increased in number during the quinquennium from five to ten, while training classes for students of an inferior standard have been opened at a number of centres to supply local and immediate needs.

Women teachers for girls' secondary schools are trained in the Kinnaird High School for Girls, though a few attend the men's classes at the Central Training College. Teachers for primary girls' schools are trained at the Normal School for Women at Lahore, the work of which has been supplemented by the opening of a certain number of local training classes in 1916.

For European schools women teachers are trained at St. Bede's College Simla, while men are trained at the Government Training Class, Sanawar.

It will thus be seen that the Punjab has a well-organized system for the professional training of its teachers. The head and centre of this system (if European institutions are excluded) is the Central Training College. The Principal of the College is also Inspector of Normal Schools; and the instructors of the various normal schools and training classes have themselves received their professional training at this College. But if the system is good it is capable of very considerable expansion, and such expansion is now becoming a matter of urgent necessity. This question is dealt with in a later paragraph.

Number of students.

60. The number of students undergoing training at the close of the year 1916-17 is as follows, the figures being compared with those for 1911-12 :—

| | | 1911-12. | 1916-17. |
|---|---|---|---|
| | MEN. | | |
| High grade English | Bachelor of Teaching | 34 | 45 |
| | Senior Anglo-vernacular | 27 | 43 |
| Lower grade English | Junior Anglo-vernacular | 88 | 110 |
| | Local-trained | ... | 20 |
| Higher grade Vernacular | Senior Vernacular | 81 | 82 |
| Lower grade Vernacular | Junior Vernacular | 415 | 776 |
| | Local-trained | 37 | 94 |
| | WOMEN. | | |
| High grade English | Bachelor of Teaching | ... | ... |
| | Senior Anglo-vernacular | ... | 1 |
| Lower grade English | Junior Anglo-vernacular | 2 | 10 |
| | Local-trained | ... | ... |
| Higher grade Vernacular | Senior Vernacular | 6 | 22 |
| | Local-trained | 16 | 2 |
| Lower grade Vernacular | Junior Vernacular | 15 | 58 |
| | Local-trained | 9 | 132 |
| | EUROPEANS. | | |
| Women | | 30 | 38 |
| Men | | 15 | 13 |

It may be of interest to note the qualifications required for each class of student, and the nature of the various courses of study.

B. T. students.

61. Candidates for the B. T. course must possess an Arts degree of the Punjab University. So great has been the demand for admission into this class during the last few years, that the nucleus of the class is now formed of M. A.'s and of students who have taken a high place in the Degree examination, together with graduates who have already proved their worth as teachers.

There were 194 applications for admission to the B. T. class in 1916-17. Of the 48 students selected two were M. Sc.'s, three M. A.'s, one B. Sc., five B.A.'s with Honours, one who had passed the B. A. in the first division, sixteen in the second division, and twenty in the third division, all of whom had served as teachers and were recommended for admission by Inspectors.

The increased popularity of the class is due largely, no doubt, to the increase in the annual output of graduates, but it is also due to the enhanced rate of salaries now paid to B. T. teachers, and to the reduction of the duration of the course to one year.

A B. T. in Government service ordinarily commences on the grade of Rs. 75—90 per mensem in the Subordinate Educational Service. In private employ he obtains as much as Rs. 100 to Rs. 150 per mensem. Almost without exception the students have already obtained posts before they leave the College.

Mr. Knowlton, the Principal of the Central Training College, regrets the reduction in the duration of the course. There can be no doubt that

during a one year's course, which includes a great deal of theoretical study, sufficient time cannot be found for actual practice in teaching.

The curriculum itself is prescribed by the Punjab University and is excellent in character. It includes (*a*) the psychological, logical, and ethical bases of education, (*b*) the principles of school management, (*c*) the theory and practice of teaching, and (*d*) the special methods to be followed in teaching *one* of the three following branches of study :—(*i*) Mathematics, (*ii*) Science, and (*iii*) History and Geography.

In view of the large number of candidates who now seek admission to the class, and the very responsible positions which graduates in teaching will often occupy, as headmasters of schools and training institutions or in the inspecting line, the question of again extending the course from one to two years deserves the consideration of the University.

Senior Anglo-vernacular.

62. Candidates for admission to the Senior Anglo-vernacular class must be either graduates or have read up to the standard of a degree in an Arts College, or have passed both the Intermediate and J. A.-V. Certificate examinations, the latter in the first division. There were 159 applications for admission to this class last year. Of the 45 candidates admitted 18 were graduates who failed to obtain admission to the B. T. class, five were students who after passing the Intermediate had also passed the Junior Anglo-vernacular certificate in the first division, one was a lady who had passed the Intermediate and twenty-one had appeared unsuccessfully at the B. A. examination.

The course is of one year's duration and is similar to that prescribed for the Teacher's Diploma of the Birmingham University.

The students of the Senior Anglo-vernacular class are divided into two sections. Those taking the advanced course are specially trained to work as science masters in high schools; those taking the ordinary course also study general science in order that they may teach other subjects more intelligently.

Successful students are appointed to the Rs. 55—70 per mensem grade if they join the Government Educational Service, and can obtain posts of Rs. 80 to Rs. 100 in aided institutions. The senior teachers in high schools, and headmasters of Anglo-vernacular middle schools are generally of this class.

Junior Anglo-vernacular.

63. The Junior Anglo-vernacular class is open to Matriculates of the Punjab University. There were one hundred and twenty-eight applications for admission to this class in 1916-17 of whom fifty-six were admitted, thirteen of them having already passed the Intermediate examination.

The course is of two years' duration. In this class "an effort is made, while providing a course of professional studies, to carry forward at the same time the general education of the student. The courses of reading in English and Mathematics correspond broadly with those prescribed for the Intermediate examination in arts of the Punjab University, while the course in geography is almost identical with that laid down for the Intermediate examination of the Calcutta University. The course of reading in school-management and methods of teaching is that prescribed for English Training Colleges."

The successful students are on entering the Education Department assigned to the grade of Rs. 35—50 per mensem in the Subordinate Educational Service and in aided institutions they can draw from Rs. 40 to Rs. 60 per mensem. Most of the work in the middle departments of Anglo-vernacular schools is entrusted to teachers of this class.

Their work in laying the foundations of English teaching is very important. On the whole it is satisfactorily performed. The recent alteration by which all subjects, save English, in middle departments are to be taught through the medium of the vernacular, will entail a similar change in the

curriculum of this class. It is also essential that the students should be more thoroughly grounded in the direct method of teaching English than for reasons hereafter mentioned has hitherto been possible.

A Junior Anglo-vernacular class was opened last year in connection with the Islamia College, Lahore, with the especial object of providing a supply of such teachers for the rapidly increasing number of Islamia Secondary schools. It is too early to say whether the experiment will be successful, but with the opening of a second Training College at Jullundur, the need for such classes should disappear.

Four other classes for the training of Matriculates were opened towards the close of the quinquennium attached to the Government High Schools at Rawalpindi, Jullundur and Rohtak, and the Mission School, Ludhiana. One hundred and fifty students have passed successfully through these institutions. Mr. Knowlton is dubious as to the value of the training given in these classes, and any further development of them does not seem worth encouraging. But until extended facilities are provided for the training of junior English Masters, they do something towards meeting an immediate need.

**Senior Vernacular students.**

64. For admission to the Senior Vernacular class the qualifications demanded are a pass in the first division of the Junior Vernacular Certificate examination, or at the Matriculation examination. The latter qualification has quite rightly fallen into abeyance, and in the year 1916-17 eighty-five of the former type of candidates were admitted to the Central Training College for training.

The course is of one year's duration. When it is realised that the students of this class have already undergone one year's training at a Normal school, and passed out of it in the first division, and have then taught so satisfactorily in a primary school as to obtain a special recommendation from the Inspector for admission to the Senior Vernacular class, it will not be a matter of surprise that after the conclusion of this course they are much sought after, and are in fact some of the most successful of our teachers.

The curriculum includes all the subjects ordinarily taught in vernacular middle schools, including science and drawing. These teachers are also largely employed in the middle departments of Anglo-vernacular schools as teachers of Urdu, Persian and Science.

They draw Rs. 20—30 per mensem on joining a Government school and somewhat more in aided institutions. There is a large demand for teachers of this type, and with the opening of more vernacular middle schools the demand will certainly exceed the supply from the Central Training College. It would seem desirable to open other Senior Vernacular classes in connection with a limited number of Normal schools.

**Junior Vernacular students.**

65. A candidate for admission to a Normal School, *i.e.*, for the Junior Vernacular course, must have passed the Vernacular Middle examination.

With the rise in the salaries paid to the teachers of primary schools, to which reference is made in Chapter V, the applications for admission to Normal schools have naturally increased in number. Only in the Rawalpindi Division has there been any difficulty in finding recruits, and there it has been chiefly owing to the comparatively small number of middle vernacular schools.

The course of training in a normal school is of one year's duration. The curriculum has been simplified of recent years and the elementary psychology omitted.

"The professional training", to quote Mr. Knowlton, "includes class lectures, specimen lectures by the members of the staff, visits to the practising and other schools to observe the class masters at work, criticism lessons by the students, and continuous daily work for a week at a time in the practising school under the supervision and guidance of class masters."

The curriculum however requires still further simplification in order to adapt it to the actual needs of the teachers when they leave school. The majority of the *ex*-students at present, still more so in the future will be required to teach two or more classes at a time in a village primary school, where the limited accommodation and equipment and the daily pressure of work will give them no time for the preparation and delivery of set lessons such as are usually practised in a normal school.

In the one year's course of training it cannot be hoped to turn a vernacular middle passed youth into an educationist; the aim should be to make of him a craftsman with the ability to impart the knowledge, which he already possesses when he entered the normal school, in the most intelligent way and with the greatest economy of time, trouble and appliances, to the pupils under his charge. Greater stress will have to be laid on the methods of teaching the lower primary classes since they will contain the vast majority of pupils under his charge. There is a distinct tendency, due in a large measure to the type of instructors employed, to make the teaching too academic, and to add teaching in subjects for which he will have no practical use in a primary school.

The importance of the work of the normal schools which will provide teachers for three quarters of the boys and girls under instruction in the Province can hardly be over-estimated. Any improvement in the methods of teaching in primary schools will ultimately be reflected in the intelligence shown by the pupils in all higher grades of education.

In order to supplement the work of the normal schools training classes were opened attached to vernacular middle schools at a number of centres in the province during the quinquennium. Mention was made of these classes in the last quinquennial report. Their existence can only be justified by the insufficient output of the normal schools. The work in them varies in quality in accordance with the skill of the masters in charge.

Meanwhile, as Mr. Knowlton points out, they have been attended by some hundreds of primary passed youths who might otherwise have proceeded to middle vernacular schools. They at least create a class of permanent assistant teachers for primary schools.

**Training of women teachers.**

66. The facilities for the training of women as teachers in girls' schools are much more limited. This is due, not so much to the comparatively small demand for women teachers, as to the very limited number who are prepared to come for training.

Apart from the few students who have attended the Senior Anglo-vernacular class of the Central Training College, the training of English teachers is undertaken by the Kinnaird College. There were ten students in 1916-17. The course is of two years' length and is very similar to that for the Junior Anglo-vernacular certificate.

An account is given in the chapter on female education of the work of the training institutions for girls' primary schools.

**Training of European teachers.**

67. No educational institution has sufferred so much from the war in this Province as the Sanawar Training Class. There were 20 students in residence when the war commenced, but the master-in-charge (Mr. Firth) and ten of the students volunteered for service and proceeded with a maxim detachment to East Africa. There were consequently only eleven students during 1916-17. Of these one was from the Punjab, three from the United Provinces, two from Bihar and Orissa, two from the Central Provinces and three from Madras. It would thus appear that the Punjab Government is supplying an Indian rather than a provincial need by the maintenance of this class. The small number of applicants for admission from the Punjab is due to the few attractions which the teaching profession has for Anglo-Indians in this Province, owing to the small salaries offered.

No arrangements were made for the work of Mr. Firth, and the Principal, Mr. Barne, has had to share with the second master-in-charge all the work of the class; an unsatisfactory arrangement, which has only proved successful owing to the zeal and efficiency shown by Mr. Prince, the second master. A house for the master-in-charge was erected at the close of the quinquennium, and it is hoped shortly to erect a new block of buildings to accommodate the class.

There are no changes to note with regard to St. Bede's College, Simla, which continues to do good work. It would be desirable for the students to have regular games in order that they might be capable of organising them for their pupils when they become teachers.

Central Training College.

68. The Central Training College has had a very successful quinquennium under the able and experienced guidance of the Principal, Mr. H. T. Knowlton. The hostel life is well organised, and the senior members of the staff, set an example by Mr. J. E. Parkinson, the Vice-Principal, take an active personal interest in the life of the students outside the class room. But a staff which includes only two members of the Indian Educational Service and one of the Provincial Service is quite inadequate for a training institution of the first importance; and it is proposed to utilise a portion of the recent Imperial grant for the training of teachers in strengthening the college staff.

Future development.

69. A project for the opening of a second Training College at Jullundur was postponed owing to the outbreak of the war. It is hoped to make a start, in so far as the buildings are concerned, with the recent Imperial grant. The number of applicants who are refused admission to the Central Training College shows that such an institution would meet with immediate success.

The number of normal schools throughout the Province is also quite inadequate for present needs, much more so to cope with any rapid expansion of elementary education. Some of the existing normal schools may be capable of enlargement to admit of more students.

The need for normal schools for women has been referred to.

The principle that a teacher to be efficient needs training has been firmly established in this Province, and any expansion of education is followed by a demand for trained teachers. Fortunately there is no dearth of candidates for training and all that is now required is to provide the facilities, as funds become available.

## CHAPTER VII.

### Professional, Technical and Special Education.

Number and kinds of institutions.

70. With the exception of the Central Training College, which is dealt with in the chapter on the Training of Teachers, the professional colleges in the Punjab are not under the control of the Education Department. In view of the fact that their work is educational some notes on these institutions supplied by the Principals are ordinarily incorporated in this report.

The Collegiate institutions are the Law, Medical and Veterinary Colleges at Lahore and the Agricultural College, Lyallpur. Next in importance are the Mayo School of Art, Lahore, the Government School of Engineering, Rasul, and the Women's Christian Medical College at Ludhiana. Other important institutions are the Victoria Diamond Jubilee Hindu Technical Institute and the Railway Technical School, Lahore.

There are also some thirty 'industrial' schools, some middle and some primary, scattered over the Punjab.

Since any attempt to amalgamate the treatment of these various institutions in one chapter is impossible, each institution or class of institution, will be dealt with separately.

## Professional Colleges and Schools.

Law College.

71. The Law College is under the management of the Punjab University. The management of it has recently been devolved by the Syndicate on a committee consisting of the Vice-Chancellor, Dean of the Law Faculty, and three elected members of that Faculty. The staff has been further strengthened, and two branch hostels opened; but still more hostel accommodation is required since no less than 285 students from the College appeared at the examinations of 1917, of whom 181 (including 65 LL. B.'s) were successful. A football and hockey ground was prepared, also tennis and badminton courts; but the conditions of the institution can never really be assimilated to those of an Arts College while the staff consists largely of part-time lecturers.

Medical College.

72. The Medical College is under the Medical Department who supply the following particulars as to its progress during the quinquennium.

The new College building was completed during 1915 and was opened by Lord Hardinge in November of that year. With the completion of the new College all teaching requirements have been met for the present and for many years to come, and the Lahore Medical College now compares favourably with the best of similar institutions in other parts of India. The new King Edward Medical College comprises:—

(*a*) The Patiala main block, with administrative offices, large examination hall and library, lecture theatres, etc.

(*b*) The Bahawalpur Pathology-Physiology block, with pathology department on the ground floor and the department of physiology on the first floor, each a complete unit in itself.

(*c*) The Faridkot Anatomical block, a unit complete in itself for the efficient teaching of anatomy.

(*d*) The Kapurthala Materia Medica block, which also forms a complete unit for the teaching of materia medica.

(*e*) A Cold-storage block, with associated separate pathological and medico-legal *post-mortem* theatres.

The erection of the students' hostel has been held over for the present as the question of the separation of the school from the college is under the consideration of Government.

The number of students in the college has risen from 156 to 232, the annual number of admissions having increased from 36 in 1911-12 to 72 in 1916-17.

The Principal points out, and the Inspector-General of Civil Hospitals agrees with him, that the only possible method of coping with the numbers seeking admission is to remove the school department entirely to some other centre. In the year 1916-17, in order to admit into the school the 90 new military medical pupils required by the Army Department, the number of ordinary pupils had to be cut down, no admission being given to candidates from Native States or Municipalities.

"The demand", says the Inspector-General, "for the class of medical practitioner passing out from the school is increasingly great and already the situation has become acute. The numbers passing out in the next few years will not, I am afraid, be sufficient to meet Government demands, let alone those of the general public."

The actual numbers in the school show a decrease from 322 in 1911-12 to 293 last year But this decrease is due to the expulsion of 90 military students in 1915 for going on strike in February of that year and refusing to return to their studies within the prescribed time. A similar, but less serious, episode occurred in 1914. Apart from these two incidents the conduct of the students in both the college and school has been good.

Veterinary College.

73. The new buildings of the Veterinary College were opened by Lord Hardinge in 1915. They are probably the best buildings for an institution of this kind in India. The construction of the new hostel buildings has, in-

evitably been postponed for financial reasons. Meanwhile, the accommodation in the old Press buildings, though unsatisfactory, has been improved.

During the past five years 320 students have graduated and been awarded the Diploma. The demand for veterinary graduates has continued to be as great as ever and the supply is totally inadequate to meet it.

An advanced course for Punjabi civilian students was introduced in 1915. It is a four-years' course, the old three-years' course being continued for the training of candidates from the army, provinces other than the Punjab, and Native States.

Eighty-five students were admitted last year and the class of candidates was above the average. Of the new students 36 were from the Indian Army and Imperial Service Troops, 12 from other provinces, 5 from Native States, and 32 from the Punjab.

**Agricultural College, Lyallpur.**

74. The Lyallpur Agricultural College which opened in 1909 had, at the outset, a chequered career and a crisis was reached in 1913 when no applications were received for admission. The course was then revised and made one of four years' duration, divided into two parts of two years each. "This course", says the Principal, "has been in force since 1914 and has met with some measure of success. The first part consists of simple practical instruction in agriculture and elementary courses in scientific subjects and the second part gives a systematic course in sciences applied to agriculture. At the end of the first part a leaving certificate is granted to successful students on the result of an examination, which qualifies for admission into the subordinate ranks of the Agricultural Department and for such posts as estate managers, etc. The second part leads to the Diploma of Licentiate in Agriculture."

As the result of a resolution of the Agricultural Conference held at Pusa in February 1916 it was decided to apply for the affiliation of the College to the Punjab University. A four-year course leading to a degree of B. Sc. (Agriculture) has been drawn up, and affiliation has been granted since the close of the period under review. Provision has been made for the issue of a certificate to successful students after the first two years of the course. The result of the new departure is awaited with interest, but the fact that there have been 200 applications for admission to the course this year as compared with 38 in 1911-12, is decidedly hopeful.

The results achieved towards the close of the quinquennium are also very encouraging.

A vernacular course of seven months' duration was started in 1912. Free tuition was provided, but the cost to the students, who are all the sons of zamindars, of their maintenance charges was found to act as a deterrent. Government has, therefore, given assistance so that the out-of-pocket expenses to students shall not exceed Rs. 5, and district boards have given scholarships for this course of about Rs. 50 per annum each. It is not possible at Lyallpur to provide training for more than 30 to 35 vernacular students. All the places are filled and, indeed, there were 101 applicants for admission last year. The opening of similar classes at other centres is advocated by the Principal.

It is hoped to develop the educational utility of the college by opening a class for the training of teachers in agriculture.

**Government School of Engineering, Rasul.**

75. At the Government School of Engineering, Rasul, the number of students remained practically stationary during the period under review. Of the 50 candidates selected for admission at the last examination, fifteen are agriculturists, which marks an improvement on previous years, though the proportion is still low. The standard of the admission test is much the same as that of matriculation. However, the Principal states that there have been no cases of students attempting to shirk any part of their workshop course as has sometimes happened in the past, and the disinclination to do manual labour appears to be steadily disappearing. This is a hopeful sign, and the Principal's opinion is borne out by the experience in high

schools, where the introduction of manual training seems to be generally welcomed. "To further encourage students to work with their hands a piece of land was set apart as a kitchen garden and a plot was allotted to each dormitory. No outside assistance from malis was allowed and all the gardening operations were carried out by students. This proved a useful and profitable recreation, a good crop of vegetables being raised which, otherwise, would have been difficult to obtain."

Of the 43 students who passed out last year thirty-three obtained employment in the Public Works Department, two in the Military Works Department, and three in the Bahawalpur State Service.

Women's Christian Medical College, Ludhiana.

76. The Women's Christian Medical College, Ludhiana, with which is now incorporated the Punjab Medical School for Women, enlarged its scope during the quinquennium, and had 138 pupils at the beginning of this year. Of these 11 were studying for the certificate of L. P. M. S. The institution has a strong staff of lady doctors.

## Industrial Education.

Mayo School of Art.

77. The last five years have been a period of great progress and development for the Mayo School of Art. For example, "The whole system of teaching drawing has been brought into line with Western methods as they are now, which, curiously enough, are much more in sympathy with Eastern traditions than the old South Kensington system of mechanical copying of meaningless forms and decorative pattern charts which had become rooted in the country for 40 years without change". The School of Art is spreading the newer methods by means of a training course for drawing teachers. This class has grown from 16 in 1912 to 76 in 1917, notwithstanding the fact that the standard of admission has been raised to the Anglo-vernacular middle pass, with a special class for Matriculates, who are being trained as drawing masters in high schools. It is satisfactory to note that the training of drawing mistresses has commenced, three having begun training and one having completed it. The course is of five years' duration, so the first batch of teachers is only just ready for employment. In the meantime, thirty-seven applications have been received from other provinces for trained masters, which shows that the need for this class of teacher is widespread. The draftsman department has been closed as a class of this character has been opened at Rasul. Proposals to convert the department into one for architects' assistants have been postponed owing to the war.

The remarks of Mr. Heath, the Principal, on the industrial department must be quoted *in extenso* :—"In the teaching of industrial arts the change has been at least as marked. In the last quinquennial period 1907-12 it may be noted that the students on the roll fell steadily from 301 to 230. This may be accounted for, I think, by the fact that, during this period and previously, the commercial conditions, *viz.*, the cost of labour and material, and the influence of Western habits had caused a marked change of taste, both Indian and European, while the training given in the School of Art had remained the same. For instance, during the last decade the demand for mural paintings and decorations, for carved architectural features in the home, and for elaborate pinjra and carved and inlaid furniture, in all of which arts the School had achieved a high reputation, has gradually died away while the demand for good cabinet work and joinery, metal work, and fibrous plaster decorations has steadily increased. On the principle that it is better to have a live art than a dead tradition and that it is the duty of a School of Art to influence and direct the change in public taste, and not to try and stop it, the courses of training in the School of Art were changed to meet the new conditions, the most suitable machinery has been introduced, new workshops built, the working day raised from six to eight hours, the pay of all the teachers increased to a fairly satisfactory minimum, and the contingent grant of the school raised from Rs. 1,700 to Rs. 6,000 to cover the cost of these improvements."

The work of some of the departments, *e.g.*, that of photography, has been recently handicapped by the cost of material during the war but, in

other respects, a high standard is maintained, especially in the department of advanced cabinet-making and joinery.

The chief need of the institution is a good hostel, the construction of which will be commenced during the current year.

In conclusion, the Principal states :—"I feel justified in saying that the work of the School of Art is better than it has ever been, and that the reputation of the School is higher and has a wider field, and that the Government may feel that the money so generously expended has been well invested and brings in a fair return in well-trained drawing masters, more skilful craftsmen, and in a wider influence upon industrial arts in the Province."

The credit for this satisfactory state of things is entirely due to the technical skill and energy of Mr. L. Heath himself, who joined the institution at the beginning of the quinquennium, and to the loyal co-operation of his staff.

Victoria Diamond Jubilee Hindu Technical Institute.

78. The Victoria Diamond Jubilee Hindu Technical Institute is an aided institution with an enrolment of 61 students. "The special feature of this institution is that it educates a number of Hindus of the high caste from all over the Province."

It is in the nature of a polytechnic containing classes for mechanical engineering, electrical engineering, motor machinery, &c. "*Ex*-students of this school generally get ready and lucrative employment. Some are working in the Government Mechanical Transport Department with the rank of Naik. Thirty students have been assisting in the manufacture of munitions in return for a bare living wage, and one without any remuneration at all."

Over Rs. 46,000 have been spent on a new building and Rs. 2,000 on new machinery during the quinquennium, but a further extension of the buildings and more complete equipment are still urgently needed.

Railway Technical School.

79. The Railway Technical School, Lahore, is a Government institution with a somewhat misleading designation, only a small percentage of the boys proceeding to the Railway Workshops, a considerable number going on to the Mayo School of Art. The attendance has fallen from 461 to 395, but this is owing to the recruitment of artisans for war work. Equipment has improved, more accommodation has been provided, and sheds for machinery have been constructed. The staff has been strengthened by the appointment of a machine instructor, an engine driver, a tin and coppersmith and a moulder. The work done, both on the general and technical sides, has been very satisfactory.

Industrial schools.

80. Scattered over the province are a number of industrial schools maintained by district boards and municipalities. The function of these schools has been variously interpreted: the Education Department which laid down the curriculum for them intended them to be schools for the general education of the sons of artisans, manual work in carpentry, tailoring &c. being added to the primary curriculum in order to assure artisans that the schools are not intended to withdraw the children from their hereditary avocations; the local authorities who maintain these schools regard them as trade schools providing technical instruction in certain handicrafts to the children of artisans and non-artisans: while the fact that no fees are required from the scholars has led many parents, not always in poor circumstances, to regard them as a means for obtaining primary education free for their children. The instructors have often been themselves of poor attainments, and it is doubtful if the practical work conducted in them has been of much use. In one school, for example (Kalabagh), where sixty one boys were learning tailoring only four were found to be the sons of tailors.

In 1915 a Standing Committee on Industrial and Technical Education was formed, and this body has formulated definite proposals for the reform of these institutions and the establishment of higher or Middle Industrial Schools of a genuine character at various centres throughout the Province.

The proposals are now under the consideration of Government and, meanwhile, any description of the existing schools seems unnecessary.

The inspection of the primary 'industrial' schools has been handed over by the Principal of the Mayo School of Art to Mr. Buchanan, the newly appointed Inspector of Manual Training.

Some industrial schools for girls are maintained by Missions, the most important being that recently opened at Clarkabad, with an average attendance of 174 pupils, who learn *kashida*, flour-grinding, *nala* and *newar*-making, sewing and spinning.

Reformatory School, Delhi.

81. The Punjab Reformatory School though situated at Delhi continues to be under the control of the Director of Public Instruction, Punjab. The question of the removal of the school has been postponed till after the war; meanwhile, no original buildings are being erected. There was a marked falling off in the number of admissions in 1916-17, and the number of boys in residence was 112 against 138 in March 1912. No explanation can be offered for this as, unfortunately, the number of juveniles admitted to jails in 1915 was the highest since 1903.

The standard of general education is that prescribed for elementary schools. Promising boys are encouraged to proceed further with their studies. The industries taught are blacksmith's work, carpentry, tailoring, weaving, cane and bamboo work, shoe-making and gardening. The work in each department is tested annually by the Principal of the Mayo School of Art. There is a steady demand for the products of these industries and each shop returns a profit. The blacksmith's shop is engaged on work for the Red Cross Society.

"Cordial relations", says the Superintendent, "exist between the boys and their teachers and instructors, and the latter supervise the boys' games and often take part in them. Music and singing are practised and dramatic performances have become an established feature and are largely attended by children from schools in Delhi. The school enjoys an annual holiday in camp in the cold weather and this is much appreciated. While in camp the daily routine is suspended and the boys are allowed to do very much as they please. Parties of boys are permitted to ramble unaccompanied by officials, and there has been no instance of betrayal of trust."

That such a state of things can exist in a Reformatory School is a sufficient testimony to the work of the Superintendent, Mr. Farmer.

Commercial education.

82. The Government Commercial School at Amritsar has not proved altogether successful and was attached at the close of the quinquennium to the Government High School at that place, where it is hoped it will enjoy a new lease of life. A certain number of commercial schools of doubtful quality have sprung up in Lahore. Good work is done by the commercial classes run by the Young Men's Christian Association at Lahore with the aid of Government grants. The whole question of the development of commercial and clerical education is at present under the consideration of Government.

General.

83. The position of technical and industrial education in the Province is well summarised by Mr. Godley in his last quinquennial report. It is, as he points out, not the work of technical education to create industries but to improve them. There is, undoubtedly, room for a great deal of expansion, but technical education is, especially at its initial stages, very costly; and any considerable extension cannot be expected till the conclusion of the war.

## CHAPTER VIII.

### Education of Indian Women.

Number of schools and scholars.

84. Towards the close of the period under report a good deal of attention was devoted in India to the question of female education. In the Punjab, Miss Douglas, Inspectress of Schools, Rawalpindi Division, was placed on

special duty to conduct an enquiry into the subject at different centres in the Province. More detailed mention of this enquiry will be made later; and it is only referred to here because of the opinion which Miss Douglas found to be prevalent that no great progress could be expected while female education was conducted on the present lines.

That there is insufficient justification for this opinion can be gathered from the statistics of educational progress during the last five years.

The number of institutions for girls has increased from 669 to 990, *i.e.*, by nearly 50 per cent. and the number of scholars from 33,820 to 51,496. The number of public secondary schools has risen from 34 to 57 and of scholars attending them from 4,765 to 9,502, or by nearly 100 per cent. There are now eight high schools and 49 middle schools for girls in the Province. The proportion of girls who continue their studies beyond the lower primary stage is still very low.

The following statistics for 1916-17, by divisions, may be of interest:—

| | *Schools.* | *Scholars.* |
|---|---|---|
| Ambala ... ... ... ... | 135 | 4,516 |
| Jullundur ... ... ... ... | 199 | 8,725 |
| Lahore ... ... ... ... | 295 | 19,070 |
| Rawalpindi ... ... ... | 210 | 10,175 |
| Multan ... ... ... ... | 151 | 9,010 |
| Total ... | 990 | 51,496 |

The secondary schools for girls are almost all situated in the Lahore and Jullundur Divisions which accounts in some measure for the larger attendance of scholars in those divisions: but there seems no sufficient reason why the attendance at the Ambala schools should be only half as large as at the almost equal number of institutions in Multan.

It must be remembered that the average attendance in comparison with the number of institutions will always be lower at girls' schools than boys' schools for two reasons—(*i*) the much shorter duration of school-life in the case of girls, who leave school at marriage, often at an early age, whereas boys marry later and continue their studies after marriage, and (*ii*) the greater irregularity with which girls attend school, parents often keeping them at home for trivial reasons, whereas fees and fines act as a deterrent to irregular attendance in the case of boys. The figures as a whole indicate a decided increase in the popularity of girls' schools. Ten years ago there were 561 schools with 21,769 scholars in attendance, so that while the number of institutions has not doubled the number of scholars in attendance has increased during ten years by nearly 150 per cent.

Attitude of the people towards female education.

85. For this increase in popularity two main reasons may be assigned—first, the growing recognition of the value of female education among the educated population of the Punjab, and second, the improved efficiency of the schools. On the changed attitude of the Indian public an interesting note by Miss Bose, Superintendent of the Victoria Girls' School, is appended. (Appendix C).

Miss Stratford, Chief Inspectress of Schools, writes:—

"Indian public opinion has slowly changed from its former attitude of positive dislike to the education of women and is now much more favourable as regards every community. The Arya Samaj, Sanatan Dharam, and Khalsa societies are making great efforts to bring education within the reach of the masses and the Anjuman-i-Islamia is also gradually establishing its own schools, though it is only recently that this necessity has been at all realized. Professional men now wish to marry their sons to educated girls who can be in a real sense companions and helpmates; therefore, education is beginning to be valued by parents as improving the marriage prospects of their daughters."

Miss Douglas in her interesting and exhaustive enquiry into this subject found a considerable body of educated, but not very well-informed, public opinion in favour of a determined effort for the expansion of female education.

The suggestions made for popularizing girls' schools usually took the form of recommendations for the improvement of the curriculum and for the increased employment of Indian ladies on the school committees and in the inspecting staff.

As regards the first suggestion the recommendations were often based on ignorance of the existing curriculum; which in primary schools consists of the three 'Rs,' together with needlework and the rudiments of geography, all that an ordinary elementary schoolmistress is likely to be able to teach. It would be merely pretentious to add optional subjects for which no competent instructors could possibly be found; and experience in boys' primary schools shows that the simpler and less varied the subjects of the curriculum the better they are taught. The middle school course, however, includes besides needlework simple domestic economy, physiology, and hygiene, while provision is made for a variety of optional subjects, such as cooking and laundry work. Mention is made in a subsequent paragraph of the quality of the instruction.

Of the desirability of enlisting the aid of Indian ladies in the cause of female education there can be no question; but Miss Douglas in her enquiry found that few of them showed sufficient interest even to meet her when asked to discuss the question, while Miss Stratford writes: "There was a general consensus of opinion that Indian ladies should be the leaders in movements for the expansion of girls' education but, unfortunately, in schools maintained by private bodies this aim is not realized and it is noticeable that ladies at present take no part in the management. There is usually a committee of men who lay down the lines on which the school is to be worked, who make financial arrangements, and who depute one or two of the members to act as manager and secretary and to supervise the teaching. The presence of men in the school makes the mistresses ill at ease and unable to do their best work as they are not able to speak freely before them. The transference of the management to the hands of Indian ladies is, therefore, essential. There are many of the wives of the members of school committees who, though they are not highly educated, yet could supervise the internal arrangements of the schools and advise as to the bringing up of the girls and as to the teaching of household management and cooking while their husbands still controlled expenditure, curricula, etc."

Meanwhile, the Department has done its best to increase the popularity of girls' schools by increasing their efficiency; not without a large measure of success.

Inspecting staff.

86. This increased efficiency is due partly to the work of the inspecting staff and partly to the larger number of trained teachers employed.

In the year 1913 inspectresses were appointed to each division and the Department was fortunate in securing the services of lady graduates for these posts. Miss Stratford, as Chief Inspectress, remained in charge of the Lahore Division while at the same time exercising a general supervision over the work of the other inspectresses, and touring at intervals in different parts of the Province. On more than one occasion she has also taken charge of a second division in addition to Lahore owing to the absence of the inspectress. In addition to the divisional inspectresses there are two Indian inspectresses, both graduates in Arts and in Teaching, who are at present attached to the Lahore Division but who visit other divisions when required to do so.

There can be no question that the increased efficiency of the girls' schools in the Province and the consequent increasing popularity of female education is in a large measure due to the sympathetic and zealous work of Miss Stratford and the staff of inspectresses.

From the statement in the first paragraph of this chapter it will be seen that the number of schools in each division is already too large for a single inspecting officer to visit. A certain number of girls' schools have to be inspected by the district inspectors. This is not a satisfactory arrangement, and the appointment of a subordinate inspecting agency for girls' schools is becoming a matter of urgency. Indeed, several local bodies have not waited for Government to move in the matter; and district inspectresses are now

employed by the Boards of Gujranwala, Lyallpur, Rohtak, Ludhiana, and Gujrat, while Lady Superintendents for town schools have been appointed by the Municipal Committees of Lahore, Amritsar, Sialkot, Rawalpindi, and Jullundur.

There is, however, as yet a great difficulty in finding qualified ladies for such posts.

The exact duties of inspectresses and their relations to local bodies and to the ordinary divisional Inspecting staff have not hitherto been defined. It is for example, possible for an inspectress to visit a district in a month when the schools are usually open, only to find them closed for the vacation by orders of the district inspector acting on behalf of the board.

At the present moment the staff is reduced owing to the deputation of Miss Marshall, Inspectress of the Multan Division, to the North-West Frontier Province, and the transfer of Mrs. Gilbertson's services to the Delhi Province; leaving only three European and two Indian inspectresses. Miss Must, Headmistress of the Normal School for Women, is, however, acting in one of the vacancies.

Teaching staff.

87. The second cause for the increased efficiency of girls' schools is the increased number of trained teachers. In 1912 it was impossible to find enough candidates for the Normal School for Women at Lahore. It is now impossible to admit all the candidates who apply for admission. Too much importance can hardly be attached to the quality of the teaching staff as a factor in popularizing female education. 'In education,' says Mr. Fisher, 'almost everything depends upon the personal element.' If this is true under a system of compulsory education, it is still more true in this country where an incompetent teacher means not only inefficient teaching but an empty school.

It is, therefore, satisfactory to find that the number of trained teachers in girls' schools has increased during the quinquennium from 138 to 305.

Salaries.

88. Unfortunately, the rates of salary offered to women teachers, even when trained, are usually very poor. This is especially the case in lower primary departments, the need for highly qualified teachers in which is not recognized. 'Local and private bodies,' says Miss Stratford, 'take full advantage of the fact that a girl, particularly a Muhammadan, will rather work on a starvation wage in her own town or village than go out to an isolated school on a large salary.' Amritsar Municipality, for example, pays a local senior vernacular teacher Rs. 8 per mensem, the rate for a male teacher with similar qualifications being Rs. 20 to 30 per mensem. The question of providing proper protection for girls who take up work away from home is a serious one, and the insufficient provision made at present is a great obstacle to the progress of district schools.

Training of girls' teachers.

89. The only Government institution for training teachers for vernacular girls' schools is the Lahore Normal School for Women. This institution has two courses, one of two years' duration for girls who have passed the upper primary standard and who on successfully completing the course obtain a junior vernacular teacher's certificate, and one for students who have passed the middle standard examination of two years' duration leading to the senior vernacular certificate. Girls who join the junior vernacular class often study privately, pass the middle standard examination, and return for a third year's training for the senior vernacular certificate.

The school was moved in 1914 into a much larger house and extra appointments were made to the staff. The building is not, however, all that could be desired. The Church of England Missions opened a special hostel in connection with the institution during 1916-17 under a mission superintendent.

The Victoria Girls' School is used as a practising school, and has an excellent kindergarten under a European headmistress, where, to quote Miss Stratford "the students are able to realize what can be done with good order and discipline and to see the value of sense training and educational handwork in arousing the children's interest and making them capable and self-reliant.

The work done by the Normal school is good and the senior class especially turns out capable, keen and hardworking mistresses who take a real interest in their profession and in the children under their charge."

In addition to the Government Normal School training classes are also maintained by several aided institutions. The U. P. American Mission, Sialkot, has very good senior and junior vernacular classes and has for many years supplied mistresses for all the schools maintained by that Mission in different places. Classes are also maintained by theAmritsar Church Missionary Society, the Ambala American Presbyterian Mission, and the Sikh Kanya Maha Vidyala, Ferozepore.

In 1916 several municipalities and district boards opened training classes for the teachers of their girls' schools, which have made a most promising start. The teachers appeared for the certificate examination for the first time this year and did very satisfactorily. Considering the difficulties with which these classes had to contend great credit is due to the inspectresses and the mistresses in charge.

There seems no doubt that Government Normal Schools for Women are needed at centres outside Lahore.

90. The improvement in the quality of the teaching staff has produced a distinct improvement in the teaching of such subjects as needle work and domestic economy. The inclusion of the former as a compulsory subject in the middle standard examination has, no doubt, had much to do with this improvement. Mrs. Ingram, the Inspectress of Jullundur, writes: "The tendency to produce little, but horrible woolwork cushion covers is gradually being checked, also the inclination to let machinery entirely take the place of handwork and on the whole the work is improving, though lack of materials and good teachers is the great drawback in any but central schools." Instruction.

Of domestic economy Miss Stratford writes: "The subject is well taken up in boarding schools, cooking, cleaning, and housekeeping being taught practically. In day schools it is difficult to spare the time and space necessary for household work, but many of the aided and board schools arrange for cooking classes once a week. In the Victoria Government School, Lahore, cooking of the daily food, of preserves, etc., and of invalid dishes is regularly taught, and laundry work has been begun. The girls learn the processes of washing and boiling clothes, starching, ironing and goffering, and dyeing of dopattahs. They are able to wash and get up their own clothes to make them look delightfully fresh and neat."

Drawing has hitherto been much neglected in girls' schools, but the Normal School students take a keen interest in the subject and will be able to introduce it gradually into the girls' schools of the Province.

"Physical exercise," Miss Douglas writes, "is still a thing of the future. In the great majority of girls' schools the lack of space prevents the taking of any real exercise and, where playground and equipment have been provided, it languishes for lack of any organization of games. Teachers are very apathetic about it, parents are dubious as to the propriety of it. The elder girls always seem ashamed to be seen playing a game. The Indian child deals mostly in sedentary games accompanied by singing and, even if given a ball to play with, she will sit on the floor and be content to pat it with her hand. Singing is taught in the Arya and Khalsa Schools but no teacher has the slightest idea of voice production so aims only at a volume of sound."

During the quinquennium Mrs. Tydeman wrote a book on drill and physical exercises for girls, which, being in the vernacular and fully illustrated, will prove of great use to mistresses.

91. The lack of space to which Miss Douglas refers will always be a serious question with regard to girls' schools. Parents object to sending their girls outside town limits to school, and accommodation inside town walls is naturally restricted and expensive. Moreover, municipalities have not Buildings.

always fulfilled their responsibilities in this matter. Amritsar, for example, received a grant from Government for a new municipal girls' school in 1913, which is still unspent. This Municipality with an attendance of over 1,500 girls at 26 schools has made no effort to house them properly. The Ludhiana Municipality, on the other hand, has shown considerable interest. In a few cases, on the erection of new buildings for boys' schools, as at Gujranwala, the old buildings have been converted into very passable schools for girls.

Boarding schools.

92. But, as stated above, the best quality of teaching is found in boarding schools. The largest of these are the Sikh Kanya Maha Vidyala at Ferozepore with 205 pupils, the Kanya Maha Vidyala at Jullundur with 167, and the American Mission Boarding schools at Sialkot (with 170 girls), Pasrur (129), and Sangla Hill (132). These Mission schools are for village Christians and the cottage plan is adopted. The plan merits description. Miss Stratford writes of it: "The girls are divided into families of twelve. The elder girls take out stores for a week and manage on them, cook, mend, wash, and look after the younger children who, in their turn, help with the lighter work, cleaning, and tidying, fetching water, and kneading the atta. It is found that, though rather more expensive owing to the extra firing, etc., these arrangements are more satisfactory; the elder girls become experienced house mothers and develop a sense of responsibility. The individuality of the little children is not crushed and the whole system gives valuable scope for character training and lightens the work of superintendence. In Sangla Hill where the building consists of semi-detached cottage homes, with an open air sleeping room, enclosed courtyard, kitchen and a verandah for a play room, the girls are particularly comfortable."

The C. M. S. School, Amritsar, and the Islamia Orphanage are also well-managed boarding schools.

The majority of aided schools possess good buildings or suitable rented rooms, for example the American Avalon High School, Pathankot, and the Alexandra High School, Amritsar. In fact schools under private management are generally much better off in this matter than Board schools. The latter, when they have buildings of their own, have frequently outgrown them.

District Board Schools.

93. In 1912 local bodies were asked to take up the matter of girls' school buildings and help was offered from Provincial revenues towards their construction. A certain number of good schools were erected during the next two years, but activity has ceased since the beginning of the war.

Most of the district boards are very backward in this matter. In the Jullundur District not a single school has a building of its own. In Jhelum and Attock writes the Inspectress "many schools have no roofed accommodation at all, the classes having to sit in open courtyards exposed to glare and to wind and rain where there is no privacy and where they suffer from pests of flies and mosquitoes." The Ambala Inspectress says: "The board schools are generally held in rented houses which are mostly incommodious and unsuitable. In some places where schools have been erected very little thought has been given to the selection of sites and the schools are situated in quarters where the people are not very willing to send their girls."

Victoria Girls' School.

94. Of day schools the Victoria School, Lahore, has a very fine building, and a nice garden has been laid out on an adjacent piece of waste land owing to the generosity of Lala Narsingh Das of the Punjab Bank.

The Victoria School was taken over by Government in 1914, and is now a highly efficient institution under the superintendentship of Miss Bose, and the headmistress-ship of Miss Hart, a qualified Kindergarten mistress, a note by whom will be found as an appendix D to this report.

The school teaches up to the Matriculation standard of the Punjab University, and is the only Government High School in the Province, if Queen Mary's College, which is of a special character, be excepted.

Secondary education.

95. There is a distinct demand for English education in towns and the number of pupils who reach the high stage has more than doubled during the quinquennium. The teaching of the subject is usually on old-fashioned lines owing to the dearth of qualified English teachers. For vernacular subjects however secondary schools generally manage to obtain a certain proportion of trained teachers, and the quality of teaching has very much improved, though too much stress is still laid on pure memory work.

The curriculum is of an elastic nature, including a number of optional practical subjects, and allowing for alternative schemes of study subject to the approval of the Department. In this matter secondary schools for girls are distinctly in advance of those for boys. A detailed account of some of the principal secondary schools was given in the last quinquennial report for 1907—12.

Collegiate education.

96. The only collegiate classes for girls recognised by the Punjab University at present are those attached to the Kinnaird High School. It is proposed to remove these classes to a separate building and thus to constitute regular College. Owing to the war plans incurring large expenditure have had to be postponed. The College also prepares for the Junior Anglo-vernacular Teachers' Certificate examination. A few girls read in Christian colleges such as the Forman Christian College, Lahore, and the Gordon College, Rawalpindi. Two candidates were successful in the B.A. examination this year, 8 in the F. A. and 34 at Matriculation. A small but increasing number of girls attend the S. A.-V. and B. T. classes of the Central Training College.

Queen Mary's College.

97. Queen Mary's College also prepares students privately for the F. A. examination. This institution, which is intended for the education of girls of good family, is described in the last quinquennial report. There have been several changes in the staff, Miss Edgley, the Principal, having been succeeded by Miss Crick, who in turn was succeeded by Miss Z. Walford, the present Principal, in 1916. The building was completed during the quinquennium, is beautifully designed, and excellently equipped. The staff is a strong one, and the College, which has been fortunate enough to retain the honorary services of Miss Western, is doing most successful work. Attached to it but in a separate building is a preparatory school for small boys, who are intending to proceed to the Aitchison College. This institution is of some three years' standing and has made a promising start.

General.

98. From the preceding report it will be seen that the time is rapidly approaching when female education can no longer be treated as an interesting off-shoot of the general educational system. Discarded boys' schools, out-of-date equipment and superannuated board-school masters will no longer suffice for the needs of girls' schools. Already the want of a stronger inspecting agency and of more normal schools is widely felt. The purdah system in the case of Muhammadans and early marriage in the case of Hindus are serious obstacles in the way of efficient organisation but so long as Inspectresses, Christian Missions, the Arya Samaj, the Khalsa Diwan, the Dev Samaj and other pioneers in the educational movement continue to regard difficulties not as excuses for inertia but as incentives to exertion even these obstacles will not prove insuperable. Given funds, the possibilities for organisation and development appear as great as in the early days of boys' education in this Province.

## CHAPTER IX.

### Education of Europeans.

Number of schools and scholars.

99. The number of public schools in the Province at the close of the quinquennium was 34, an increase of one over the figures for 1911-12 and the number of scholars attending them increased by 351 to 2,890. Of these fourteen were high schools, thirteen middle schools and seven primary schools.

Of these again eight are exclusively for boys and seventeen for girls. The remaining nine are mostly small station schools in which the proportion of either sex fluctuates annually. In the case of 'girls' schools' however a certain number of small boys are usually admitted to the junior classes.

The policy advocated in the last quinquennial report of confining secondary education to the hill boarding-schools and of providing primary schools only in plains stations, other than Lahore, has not proved feasible in actual practice, much though it is desirable from an educational point of view. Parents with large families cannot afford to send their older children to boarding-schools, and it is difficult to avoid the growth of small middle departments.

When it is stated that of the 2,890 children in school, over twelve hundred are in attendance at the six largest institutions, and that eighteen hundred are in the primary stage, it will be seen that the twenty-one remaining secondary departments cater for only some five hundred pupils. When it is further stated that there are three classes in the middle department and two in the high, it will be realised that the number of pupils in each secondary class in a school is usually very small. In fact the Lawrence School, Ghora Gali, is the only boys' school in which the two classes of the High department are not combined under one teacher. In most schools such combinations of classes are found both in the High and Middle departments. This system is not only uneconomic, but is of course prejudicial to the quality of the teaching, which is generally of a higher standard in the larger boarding schools. The multiplication of small secondary schools has been in a measure due to denominational rivalry, a feature of education of all kinds and in all countries.

Management.

100. Of the thirty-four public schools four are directly managed by Government, *i.e.*, the girls' and boys' schools at Sanawar and Ghora Gali, one (the Bishop Cotton School) indirectly, while the remaining twenty-nine are aided institutions under private management, fourteen of the Church of England, ten of the Roman Catholic Church, and five of the railway authorities.

In furtherance of the policy of concentration the Lahore Orphanages were amalgamated with the Cathedral Boys' and Girls' High Schools in 1912.

There has been no other change in the management or of any school during the quinquennium, except for the provincialisation of the Lawrence School, Ghora Gali, in the year 1913-14. This event, which will be dealt with in a later paragraph, may be said to be the only outstanding feature in the history of European education, during an otherwise uneventful quinquennium.

Expenditure.

101. But if the quinquennium has been uneventful it has not therefore been unprogressive. Expenditure on European Education has increased by nearly two-and-a-half lakhs from Rs. 8,14,640 to Rs. 10,77,303.

The major portion of this increase has been borne by Imperial and Provincial revenues (Rs. 81,465 and Rs. 1,26,222) though fees have increased by over half a lakh.

The increase in expenditure from public revenues has been mainly due to the revision in 1912 of the method of assessing staff grants (*i.e.*, grants towards the salaries of certificated teachers) which are now assessed at half in place of one-third of the amounts of the salaries. Subsistence allowances of Rs. 10 per mensem were also sanctioned for unsalaried teachers; and a provident fund for teachers was established of which fuller mention will be made.

On the whole the financial position of the aided schools is sound. In two cases a falling off in income had been due to the war. This is noticeably the case with the Bishop Cotton School, where the loss of members of the European staff and the impossibility of replacing them during war time, has reacted on the popularity of the school with a consequent serious diminution in fee income.

Arrears of fees also play a serious part in its financial position; and a similar problem, though in a much less acute degree, is found in many European schools.

Buildings.

102. Apart from maintenance grants sums amounting in all to Rs. 1,71,982 were given to aided schools for building purposes. With the help of these sums sixteen or seventeen school-buildings have been rebuilt, enlarged or otherwise improved. Electric light has been provided to the schools in Simla and Lahore, and fans also in the latter place.

Accommodation for science, handwork and domestic economy is badly needed in a number of schools.

These are also the subjects for which equipment is most needed. In other respects the schools are very passably equipped and a good deal of money has been spent on furniture and appliances during the last five years.

Boarding arrangements.

103. There still remains much to be done to make the boarding arrangements more modern. Many of the school-buildings were originally designed as dwelling-houses, and of those which were specially built for schools, very few are of recent date. The arrangements for washing for example are often very primitive; and it is disappointing to find that even in so new a building as the Boys' School, Ghora Gali, which was only completed this year, little thought was expended on the bath rooms and lavatories. Proper arrangements for hot water are practically unknown, and the general practice of a weekly or bi-weekly bath cannot be said to lead to the formation of healthy habits for children who will spend most of their lives in the plains of India.

Among other details which seem generally wanting are proper storage rooms for boxes and furniture and covered ways connecting kitchens with dining rooms. The latter seem obvious necessities in hill climates during monsoon weather when large quantities of hot food have to be brought across for meals; yet they are not features of the most recently constructed buildings. Another necessity in a wet climate is laundry drying rooms, but these are not found in any school.

Instruction.

104. There is a good deal of unreality in teaching domestic economy, *e.g.*, cooking and washing, to children who are brought up in school to rely on Indian servants for all practical housework. And it is not surprising to find that this subject is generally taught as a book subject with no practical value, exceptions being the Auckland House School, and Mayo Orphanage at Simla. The Lawrence Military Asylum, of which special mention is made later, is also an exception to the above remarks.

In fact the general education given in European Schools is not of a modern type; and bears little relation either to the homes from which the children come or to the lives which they are likely to lead. To quote from Mr. Sanderson's report: "Only one boys' school in the province teaches science and it is ill-equipped. Two boys' schools or perhaps three may be said to do fair work in manual instruction. The main syllabus is the same for boys and girls. Consequently in girls' schools the tendency is to give attention to subjects such as mathematics, which are of little use to girls; while domestic economy, needlework, physiology and hygiene are generally speaking very badly taught I am afraid often so badly as to be useless from a practical point of view. The study of Urdu is still unpopular and Indian History is poorly taught."

A system of education in which science is completely neglected is hardly suitable for the twentieth century; while a good knowledge of Indian History and ability to read and write Urdu fluently would appear to be of the first importance to children who will presumably make their homes in this country.

The neglect of science and housewifery is due to the dearth of teachers qualified to teach these subjects. The former defect will be remedied by the reorganisation of the Government Training Class, Sanawar, to which a reference is made in Chapter VI. The second can be remedied by the introduction of practical training in domestic economy at St. Bede's College (see Chapter VI). The students of this institution also need practice in the organisation of games.

At present games seem to be entirely neglected in most girls' schools. There is of course a great difficulty in providing playgrounds in hill stations, but this difficulty should not prove insuperable if the managers or teachers showed more interest in the matter.

In many respects the quality of the teaching has considerably improved. This is particularly the case with regard to the teaching of English; the improvement being probably attributable to the new syllabus which was drawn up in 1914 and to the increased attention given to general reading, though such reading might be still more encouraged.

In arithmetic the examiners report that the work of certain boys' schools is very good and that harder papers could easily be set but for the fact that a wholesale failure of girls would follow. This, incidentally, adds another argument for some differentiation between the curricula of boys' and girls' schools.

The examiner in geography reports a distinct improvement in that subject.

Teachers.

105. The improvement in the teaching is chiefly due to the improvement in the quality of the staff. The number of teachers has increased by only 9 from 200 to 209, but the number of trained teachers has increased from 100 to 127. The figures would have been better, but that the war has claimed a number of good masters, whose places have been largely filled by women. In one or two boys' schools mistresses are employed for reasons of economy. This is undesirable, as they cannot take the place of young men outside the class room.

A teachers' provident fund was established in 1913. Teachers contribute 6¼ per cent. of their salary, the school adds 3⅛ per cent. and Government adds a like sum. The fund is open only to teachers of aided schools and has proved very popular. Already two-thirds of the teachers eligible have joined the fund.

Examinations.

106. A centre for the Cambridge local examinations was constituted in Simla in 1913 and a second in Lahore in 1915. In 1916 the number of European candidates for these examinations was—Cambridge Senior 26, Cambridge Junior 31, Cambridge Preliminary 20, of whom 11, 18 and 10, respectively, were successful.

The immediate effect of he introduction of these examinations has been in some cases a deterioration of school work, since schools were not organised or staffed to deal with two different sets of examinations.

The examinations are certainly not specifically suitable for European Schools in India. One obvious defect, for example, is the inevitable omission of all reference to Indian coinage, weights and measures. At the same time there is a need for an examination for European Schools which will carry a wider significance than the purely departmental examinations of the Punjab. The connection of many of the children who attend the Punjab hill schools with the Province is slight; and the fact that an all-India Code for European Schools was compiled by the Government of India shows that the Indian rather than provincial character of European education is recognised.

A centre for the London Chamber of Commerce examinations was established at Lahore under the control of the Inspector of European Schools in 1913; but the great majority of the candidates were not Europeans.

The past five years have been marked by exceptional developments in the Government schools at Sanawar and Ghora Gali; and some more detailed mention of these is desirable. These two great institutions, says the Inspector, are educational in the broadest sense of the term; hard work, self-help and patriotism form no small part of the ideals that guide their influence.

Lawrence Military Asylum, Sanawar.

107. The Rev. A. H. Hildesley retired from the Principalship of Lawrence Military Asylum, Sanawar, in 1912 and was succeeded by the Rev. G. D. Barne. Mr. Hildesley had been Principal for twenty-eight years and the impress of his character on the work of the school will be indelible. Of some features of his

work Mr. Barne writes : "One of the most valuable characteristics which Sanawar possesses is due largely to Mr. Hildesley—the characteristic of self-help and a sturdy independence, the absence of which is noticeable in many European Schools in India. True to the ideal of the founder, my predecessor had impressed in no uncertain way on the Sanawar boys and girls who passed through his hands, that far from being derogatory to character, work, often of a kind assumed to be menial in India, was something uplifting and worthy and a thing altogether to be proud of. The Sanawar handed over to me was Sanawar proud of the fact that it lived its life and carried on its work with the smallest Indian establishment possible ; that boys and girls alike carried out their own domestic work in the kitchen or the dining-room or the dormitory.

" Another characteristic firmly established when I came was the extraordinary loyalty to and pride in their school shown by Sanawar boys and girls. To everyone of them Sanawar was the first school in India. There is a connection and a tradition which takes Sanawar back to its foundation in what may be rightly called the heroic days of Indian history, as far as British administration is concerned. Mr. Hildesley had done much to foster this love for past glories and to establish and maintain that legitimate sense of pride, in the best meaning of the word, which is the characteristic of every great school."

At the same time there was much to be done when Mr. Barne took over the Principalship, to bring the institution abreast of the times ; and the institution was fortunate in finding in its new Principal a man who possessed not only a broad and comprehensive view of the improvements needed, but the zeal and driving force necessary to bring them into effect. It would be impossible in the limits of this chapter to enumerate all that Mr. Barne has done for Sanawar, but some of the principal developments are given below.

A great deal of building work has been completed, amongst which may be mentioned—(*a*) an increase of accommodation for the teaching staff, and new lines for the servants and coolies ; (*b*) a considerable enlargement of the hospital, including nurses' quarters, a new infectious ward, and two new single wards ; (*c*) improvements in the dormitories, including clerestory windows, flooring, and better washing arrangements for the girls ; (*d*) a new girls' playground. Much remains to be done in the matter of construction, when funds are available at the end of the war.

A great deal of new equipment has been bought both for the schools and the boarding houses, and improvements in the bedding and the clothing of the children have been made.

The salaries of the staff have been completely revised, including those of the Indian employés.

The games of the boys have been completely reorganised and new zest infused into them. The house-system has been introduced for this purpose with great success.

Girls' games have been organised for the first time and are well established in popularity.

The public school system of prefects has been introduced both in the boys' and (with modifications) in the girls' departments. This is a new but most successful experiment.

Greater power has been delegated to the Headmaster, Mr. Gaskell, and Headmistress, Miss Parker who have rendered long and exceptional services to the institution.

The improved arrangements at the hospital have made it possible to give four or five girls every year an elementary training in sick nursing. Girls are sent every year to hospitals in India to complete their training, and five have even been sent home to the Marylebone Infirmary. Two or three girls

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have passed out and gone into the Army Nursing Service. To conclude in the words of Mr. Sanderson : "The boys' school staff has been seriously weakened by the claims of the army, but the efficiency maintained with a depleted staff is evidence of enthusiasm and ability at the head of affairs. The girls' school and preparatory department rank with the best in the Punjab and impress me very favourably whenever I visit them. I see no danger of Sanawar children becoming declassés, life in the Asylum is sufficiently Spartan and all the wards do their share of menial work. In no other school do I find the same sense of the vast importance of the war and of responsibility to the Empire."

The control of the Lawrence Military Asylum is at present divided indefinitely between the Army Department of the Government of India and the Local Government of the Punjab. This anomalous arrangement is most unsatisfactory and the question of revising it has been referred to the Government of India.

**Lawrence School, Ghora Gali.**

108. The development of the Lawrence School, Ghora Gali, during recent years has been remarkable. Some mention of this is made in the last quinquennial review as it did in fact commence with the arrival of the present Principal, the Rev. H. T. Wightwick, in 1910; but the majority of the improvements, including its provincialisation in 1914 (it was formerly run by a committee of management), took place in the quinquennium under review. It will therefore not be out of place to quote Mr. Sanderson's general contrast of its former and present conditions.

"When Mr. Wightwick took over charge two years before the close of the previous quinquennium, the school was almost bankrupt, the buildings were in a bad state of repair, the staff was poor, organisation was at a very low level. Equipment was bad and bedding and clothing in a disgraceful state; some of the girls were wanting in underclothing to the verge of indecency. The Inspector of European Schools thought that the best thing to do would be to close the school.

"In 1915-16 the boys' school was the best taught school in the Punjab, the girls' school was improving considerably and the preparatory department was doing well. "The organisation was excellent, the children were well fed and clothed, and, as far as I could judge, happy and very proud of their school."

There are now 354 pupils in the school as compared with 205 five years ago and 77 when Mr. Wightwick took over charge.

The fee income of the school has increased during the past five years from Rs. 26,451 to Rs. 72,915.

The new boys' school containing classrooms on the ground floor and boarding accommodation on the upper floor was completed and occupied in February of this year. It is an imposing building 300 feet long, accommodating 204 boys. The old boys' school was handed over to the girls and the girls' school converted into a separate junior department for small boys and girls. A new playground was opened in 1912 and a house for the Principal completed in 1914.

Altogether four-and-a-half lakhs were spent on the buildings; but a good deal more will be required before the accommodation, especially in the hospital and the girls' and junior departments, is really satisfactory.

The credit for the remarkable popularity of this school is due almost entirely to Mr. Wightwick; but mention must also be made of the good work of the Headmaster of the Boys' School, Mr. E. Walker, an *ex*-student of the Sanawar Training class.

**Inspection.**

109. Mr. Sanderson, who was previously in charge of this class, took over the post of Inspector of European Schools two years ago; and he has thrown himself into the work of introducing new ideas and more reality into the teaching with characteristic energy.

# CHAPTER X.

## Education of Special Classes.

### (*i*) *Muhammadan Education.*

110. The total male population of the Punjab was at the last census just under eleven millions: of these some six millions were Muhammadans. The percentages of the total male population who are attending school are as follows:—

Hindus 4·4, Sikhs 4·3, Muhammadans 2·4 as compared with 3·6, 3 and 1·8 in the year 1911-12.

The actual numbers in each type of institution are shown in the following table:—

| | Muhammadans. | | Hindus. | | Sikhs. | |
|---|---|---|---|---|---|---|
| | 1911-12. | 1916-17. | 1911-12. | 1916-17. | 1911-12. | 1916-17. |
| Arts Colleges ... ... ... | 569 | 888 | 1,690 | 2,775 | 317 | 512 |
| Other Colleges ... ... ... | 303 | 320 | 422 | 578 | 94 | 189 |
| Secondary Schools { Anglo-vernacular ... | 24,725 | 25,916 | 36,062 | 42,946 | 8,233 | 11,931 |
| Secondary Schools { Vernacular ... | 8,054 | 10,966 | 11,441 | 13,614 | 2,543 | 3,690 |
| Technical and Industrial Schools ... | 1,048 | 1,619 | 412 | 872 | 282 | 268 |
| Primary Schools ... ... ... | 77,047 | 105,135 | 75,050 | 102,554 | 24,661 | 34,171 |
| Total ... | 111,746 | 144,844 | 125,077 | 163,339 | 36,130 | 50,761 |

From the point of view of Muhammadan education these figures are depressing. They show that when compared with other communities so far from having gained ground during the quinquennium the Muhammadans have lost it.

The Hindus and Sikhs together attending primary schools exceed the Muhammadans by 31,590. The excess five years ago was 22,664.

Muhammadans now constitute 42·9 per cent. of the total attendance at primary schools, Hindus and Sikhs 55·8 per cent. If, however, private schools are added, the statistics, of which are unreliable, the percentage of Muhammadans rises to 45·3.

In secondary schools the case is still worse. Excluding the figures for vernacular schools the percentage of increase since 1911-12 has been Muhammadans 4·8 per cent., Hindus 19 per cent., Sikhs 44·9 per cent.

Finally the figures for Arts Colleges show that while Muhammadans attending these institutions have increased by 56 per cent., Hindus and Sikhs have increased by 63·7 per cent.

In the Medical College the number of Muhammadan students has remained stationary, but the proportion when compared with the number of students belonging to other communities has declined from 14·7 per cent. to 9·5 per cent. This is the more to be regretted since, as remarked in the review on last year's report, "the paucity of Muhammadans in the Medical Department is very marked and Government has recently had practical difficulty in finding Muhammadan Assistant Surgeons for posts on the frontier of the empire which can be more suitably filled by Muhammadans than by members of other communities." In the Law College also the proportion has gone down from 25·6 per cent. to 13·5.

On the other hand the Muhammadan element has almost trebled in the Agricultural College, Lyallpur, and Muhammadans form the bulk of the

students in the Veterinary College, the Mayo School of Art, and the various Industrial Schools in the Province; while in training institutions and the School of Engineering, Rasul, they form about one-third of the total of the three communities.

Examinations.

111. If we turn to examination results as a criterion of the stages of instruction reached by Muhammadans, we find that in the year 1917—

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Out of | 43 | candidates | passing | the | M.A. | Examination | 7 | were Muhammadans. |
| „ | „ | 14 | „ | „ | M.Sc. | „ | 3 | „ „ |
| „ | „ | 524 | „ | „ | B.A. | „ | 85 | „ „ |
| „ | „ | 31 | „ | „ | B.Sc. | „ | 2 | „ „ |
| „ | „ | 69 | „ | „ | B.L. | „ | 9 | „ „ |
| „ | „ | 16 | „ | „ | M.B. | „ | 1 | was Muhammadan. |
| „ | „ | 40 | „ | „ | B.T. | „ | 13 | were Muhammadans. |

So that out of 737 candidates taking degree examinations only 120 were Muhammadans.

The proportion is higher when school examinations are considered but is still very low. Of 3,526 boys who passed Matriculation last year only 849 were Muhammadans. Even of the 2,109 successful candidates at the final examination for vernacular middle schools, which, being situated entirely in rural areas, one would expect to be chiefly attended by Muhammadans, only 723 or about one-third belonged to this community.

Reasons for the educational backwardness of Muhammadans.

112. (*a*) So far as primary education is concerned the reasons for the comparative backwardness of Muhammadans are not difficult to discover.

Apart from the old time prejudice of Muhammadans against secular education, being in the main agriculturists, they suffer from the natural conservativeness of their class. Moreover the rural population has fewer facilities for education than the town population; this is especially the case in the western parts of the Punjab where villages are small and scattered.

The following figures for the Rawalpindi Division, where Muhammadans form 87·2 of the total population, are instructive:—

*Primary School attendance.*

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Percentage of Muhammadans in school to Muhammadan school-going population ... | | | | | | | | | | 7·7. |
| „ | „ | Hindus | „ | „ | „ | Hindu | „ | „ | „ ... | 82. |
| „ | „ | Sikhs | „ | „ | „ | Sikh | „ | „ | „ ... | 21. |

(*b*) The usual reason given for the small percentage of Muhammadans attending secondary schools is poverty. This is undoubtedly one of the chief reasons: for it must be remembered that apart from the actual fees and cost of school books, the country parent has usually no secondary school in the vicinity of his home and has to send his son as a boarder to the nearest town.

A second fact which is not noticed in Inspector's reports, but which has a very important bearing on the question, is the handicap from which the country-dweller suffers as compared with the town-dweller in the matter of English education, a point to which I have referred in the chapter on secondary education. The average age of a country pupil at his completion of the primary school course appears to be about 12½. If he is then sent to an Anglo-vernacular school, he has to spend a year in the junior special class learning English before he can embark on the ordinary five-year course of the secondary department leading to Matriculation. There is no hope therefore of his being able to appear at the Matriculation examination at the age of 16 or 17 as so many town boys do.

The poverty of the agriculturist is consequently further taxed by having (1) to send his boy to a boarding school for his higher education, (2) to keep him at school longer than he would were he a town-dweller.

Certain steps have been taken to equalise matters, namely (*i*) the remission of fees in vernacular primary schools to agriculturists, (*ii*) the institution of special scholarships for Muhammadans, (*iii*) the provision of a considerable number of free and half-free studentships to poor pupils in Anglo-vernacular schools. None of these steps, however, which have been in existence for a number of years, have effected any appreciable rise in the proportion of Muhammadans attending secondary schools.

There appear to be three measures which would have more effect than these scholarships and fee concessions :—

(*i*) The bringing of facilities for secondary education nearer to the homes of the agricultural population. At present it is usual for the founders of privately managed High schools to multiply institutions in district headquarters and large towns. The same number of institutions if more widely scattered over the province would serve the needs of a much larger section of the population. There are obvious advantages to the managers and staffs in having their schools at headquarters, but a more far-sighted liberality would subordinate these considerations to the interests of the district as a whole.

District Boards cannot afford to maintain a large number of Anglo-vernacular schools, but the provision of additional vernacular middle schools to which as in the Jullundur Division English classes are attached, might do much towards equalising the chances of the rural and the town boy.

(*ii*) Some reorganisation of the educational system which would obviate the necessity for the wasted year of school life in the junior special class.

(*iii*) To overcome the conservative prejudices of the Muhammadan population no step but the increase of the Muhammadan element in the teaching and inspecting staff in rural districts suggests itself. When one finds that in the Multan Division, which is chiefly populated by Muhammadans, out of 1,403 teachers working in Government and Board schools barely half are Muhammadans, one can see that in this direction there is a good deal of leeway to be made up. The dearth of Muhammadans in inspecting posts is due to the dearth of qualified applicants from this community and the figures given in paragraph 111 of this chapter for examinations are not encouraging signs for the immediate future. The department has made constant efforts in the past to increase the representation of this community, but against the counter-attractions offered by other branches of Government service the success achieved hitherto has not been remarkable.

(*c*) In view of the small proportion of Muhammadans who pass the Matriculation examination, and their comparatively greater age before they complete their school studies, no particular explanation is needed of the small percentage of Muhammadans who take a collegiate course.

113. There is one factor in Muhammadan secondary education which gives cause for hope ; and that is the steady increase in the number of Islamic institutions. The liberality of the Muhammadan gentry in subscribing towards the education of their community has been noteworthy ; and the increasing number of Islamia High schools throughout the Province may do much to popularise secondary education among the more conservative members of the community. Islamic institutions.

Chief among these communal institutions is the Islamia College, Lahore. Towards this institution the Government of India gave in 1913 a special recurring grant of Rs. 30,000 a year for three years, which has since been renewed. With the aid of this grant the staff has been reorganised, and under the management of a capable European Principal, the institution has made great strides during the last few years. It now numbers over five hundred students, and additional hostel accommodation is being provided.

The number of aided Islamia High Schools in the Multan Division alone increased from one to five and of Islamia hostels from one to seven. Of the Islamia High Schools in the Lahore Division the Inspector writes :—" The

Islamia High School, No. 1, Lahore, well-managed and well taught, is one of the best schools in the division, although some of its classes are still overcrowded. No. 2 has been provided with a new building outside the Bhati Gate during the quinquennium. The Amritsar school is well-managed and well taught though its staff requires to be strengthened. The Sialkot Islamia, raised to the High standard during the quinquennium, is being provided with a good building, which is approaching completion, and is fairly well equipped; the staff needs strengthening. The Gujranwala Islamia, also raised to the High standard during the period under report, has now got an enlarged building; equipment and staff still require improvement."

I should like to suggest to the Muslim community that the provision of scholarships to enable poor but able Muhammadan boys who reside in country districts to attend Anglo-vernacular schools offers an unlimited field for private generosity.

(*ii*) *Jains.*

114. Out of 152,646 non-Brahman Hindus in public institutions, there were 1,648 Jain pupils, *viz.*, 33 in Colleges, 698 in Secondary, 896 in Primary and 21 in Special Schools.

(*iii*) *Education of the Upper Classes.*

115. The Aitchison College, Lahore, has had a very successful five years. The number of students has reached 115 and latterly the demand for admission has exceeded the accommodation available both in the boarding-houses and in the classrooms.

Large additions to and improvements in the buildings have been effected, representing a total expenditure of Rs. 1,01,000 to which old boys, parents and ruling chiefs made a substantial contribution. The staff has been further strengthened. The Principal reports :—

"Considerable advance has been made in the teaching of Science Geography and Mathematics. The Inspectors deputed to visit the institution record, 'we were most favourably impressed by the atmosphere of the place.'"

As many as 17 old boys (including the Hon'ble Captain Sir Malik Umar Hayat Khan, K.C.I.E., M.V.O., Lieutenant Malik Mumtaz Khan and Lieutenant Muhammad Akbar Khan) are or have been on active service at the various theatres of war. A system of regular monthly subscriptions to war funds has been initiated.

Certain leading gentlemen in the Province have set on foot the project of a better-class secondary school in the hills on the lines of the Hastings House, Calcutta. The scheme has not yet been fully developed and in any event the difficulties in the way of recruiting a suitable staff at the present time make its inception before the close of the war improbable.

(*iv*) *Education of Low Castes and Criminal Tribes.*

116. The movement for the education of low caste children is apparently gaining strength chiefly through the exertions of Christian Missions and the Arya Samaj. A beginning has also been made by some of the local bodies. The prejudices of the higher castes against association with low castes, though not yet extinct, appear to be dying out. The Ambala Division reports 30 special schools attended by 703 pupils of which 14 schools are maintained by Christian Missions and 9 by the Arya Samaj. Municipal Committees in the Rohtak District have opened 3 schools. In the Jullundur Division local bodies in the Ferozepore District opened four schools, but they have not proved a success. The Lahore Inspector reports 13 schools attended by 292 pupils—137 'purified' Arya Meghs and 106 low-caste Christian converts. The Multan Inspector notes: "More than a dozen Mission elementary schools in the Lyallpur and Montgomery Districts are chiefly attended by children of low-caste Christian converts." In the Rawalpindi Division one low-caste school attended by 27 Megh boys has been opened since 1911-12. The result of the efforts made for the reclamation of criminal tribes through education may be summarised—94 Minas, a criminal tribe in the Gurgaon District, receive instruction, special grant for their education from Provincial Revenues has been

continued. The Ludhiana District Board has opened two schools at Kiri and Badalwala for the Harnis, a criminal tribe. These are attended by 77 children. Mr. Crosse reports. "Four special schools have been started by the Sialkot District Board for the education of criminal tribes, one of which is managed by the Salvation Army. Ninety-one pupils of these tribes are under instruction."

## CHAPTER XI.

### MISCELLANEOUS.

The Punjab Text-book Committee.

117. A full description of the constitution and activities of the Text-book Committee is given in the quinquennial report of 1907-12.

No alteration in the constitution has taken place during the last five years. The office of Secretary has been taken over by Mr. E. Tydeman of the Central Model School, and there have naturally been a certain number of alterations in the personnel of the General Committee and the different sub-committees. The Text-book Committee is composed at present of seven Europeans, eight Hindus, six Muhammadans, and three Sikhs under the Presidency of the Director of Public Instruction. Among the members are one Judge of the Chief Court and one member of the Punjab Legislative Council.

Membership of the Punjab Text-book Committee is by no means a sinecure and it is a matter for no small congratulation that so many men of high standing and of many engagements find time to attend its meetings and to take a part in its labours. It is due no doubt to the character and quality of its members that complaints against the decisions of the Text-book Committee are very rare, and the Education Department finds itself in the enviable position of being able to trust to its verdict in the matter of text-books.

Since the question of the prescription of text-books has been the cause of some discussion in other provinces it may not be out of place to describe shortly the procedure taken with regard to a book forwarded to the Punjab Education Department by the publishers for approval.

The book is received by the Reporter on Books, an officer of the Provincial Educational Service, usually selected for literary attainments. By him it is put up to the Director, who, unless the book is clearly useless for Punjab schools (*e.g.*, a Greek Grammar), forwards it to the Secretary of the Text-book Committee for criticism. By him it is sent to one or more (usually two, sometimes four) reviewers for report. These reviewers vary from Professors of Colleges, Inspectors or Inspectresses of Schools, to Headmasters of High Schools. They are as a rule not members of the Text-book Committee. The reports received from the reviewers, together with a copy of the book, are laid before the next meeting of the sub-committee which deals with this particular type of publication. There are eight such sub-committees (for Urdu, History and Geography, Arabic and Persian, etc.). The sub-committee then formulates its recommendations as to the use, if any, that can be made of the work, *e.g.*, as a library-book or alternative text-book. The recommendation of the sub-committee, together with a copy of the work in question, is then submitted to the next General Meeting of the Text-book Committee which records its final verdict on the work. This verdict is transmitted to the Director of Public Instruction, who, if the work is recommended for adoption, includes it in his next book circular.

It may be confidently asserted that there is very little chance for a work of any merit receiving unfair treatment under this system.

If a work is adjudged to be of exceptional interest copies of it are purchased by the Text-book Committee for distribution to schools.

One of the chief aims of the committee is to safeguard the interests of pupils and the purchase price of every book is carefully compared with the market rates for similar publications; and authors are frequently informed that approval of their works is conditional on the reduction of the price to one estimated as reasonable.

Meetings of the sub-committees are held at frequent intervals and of the general committee at least once a month during the cold weather, so that the work is always up to date.

The whole of this work including that of the reviewers is done gratuitously and the Department is under a great obligation to the gentlemen who so kindly undertake it.

Students' Advisory Committee.

118 The Secretary of the Students' Advisory Committee, K. Dalip Singh' reports that the war in Europe has undoubtedly been an obstacle in the way of students desiring to proceed to England but that the number of enquiries has increased, and reached 608 in the last year, of whom 105 were interviewed. A large number of enquiries were in connection with the Cambridge Local examinations. From the number of candidates who appeared at these examinations last year it may be inferred that a mistaken idea was prevalent that this examination was an easier substitute for matriculation. Very few candidates were successful.

Educational Conferences.

119. Two Educational Conferences were held during the quinquennium. The first which met in April 1912 was attended by 38 gentlemen. This conference recommended the shortening of hours in rural primary schools, a measure which has since been brought into effect. It also considered the rates of pay of primary school teachers, which, with the assistance of the Imperial grants, have subsequently been considerably enhanced. The conference recommended the appointment of medical inspectors of schools, a step which was taken by Government in 1915. It also made several recommendations with regard to the Educational Code, the superintendence of hostels, and the teaching of science in schools, the majority of which have been adopted by the department.

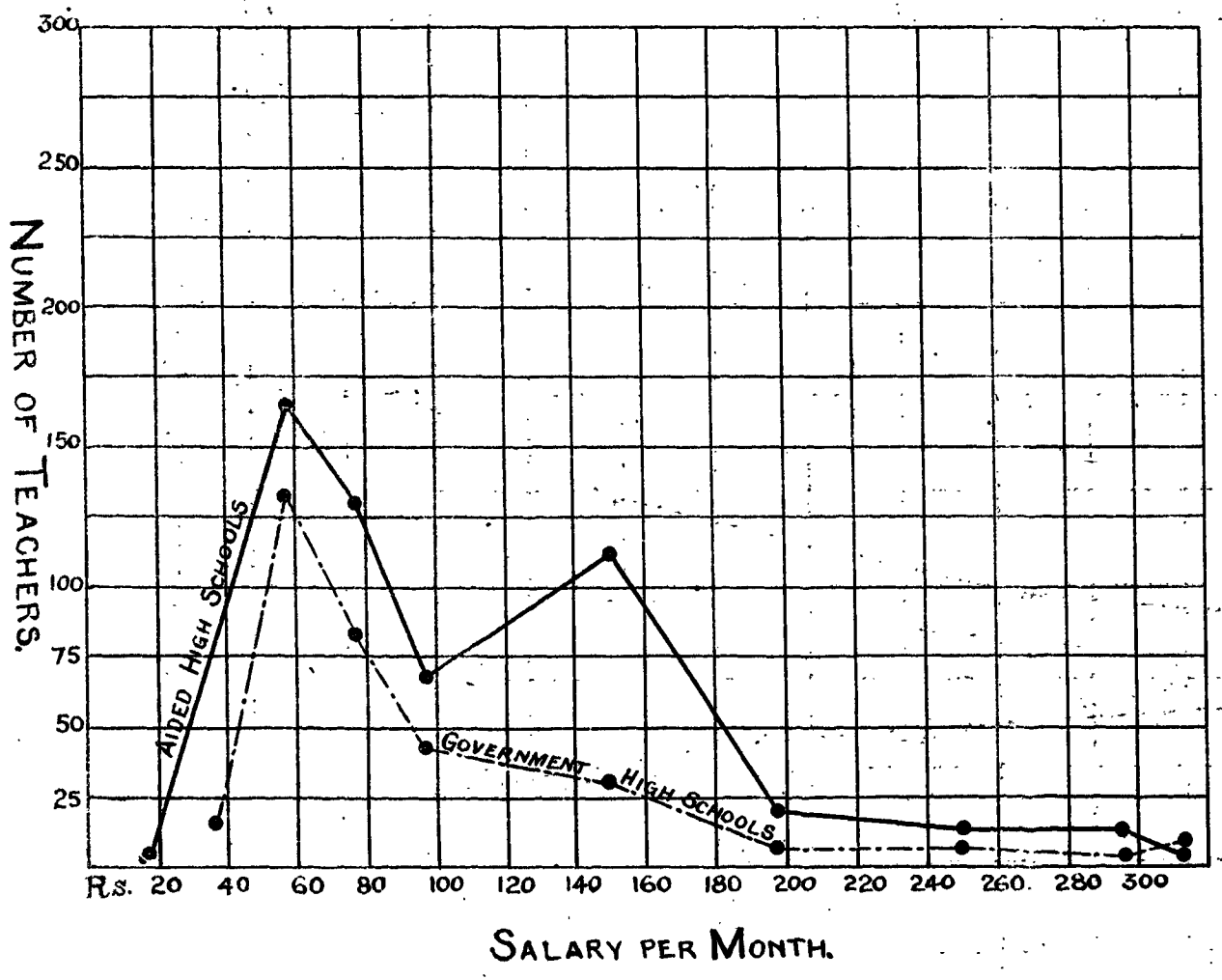
A second conference on the Education of Girls was held in 1913. The result of this conference was the modification of the curriculum for girls' schools on the lines described in this report on the chapter on female education.

J. A. RICHEY,
*Director of Public Instruction Punjab.*

*Appendix A (I)*

## Salaries of Anglo-Vernacular Teachers in Government & Aided High Schools in 1917.

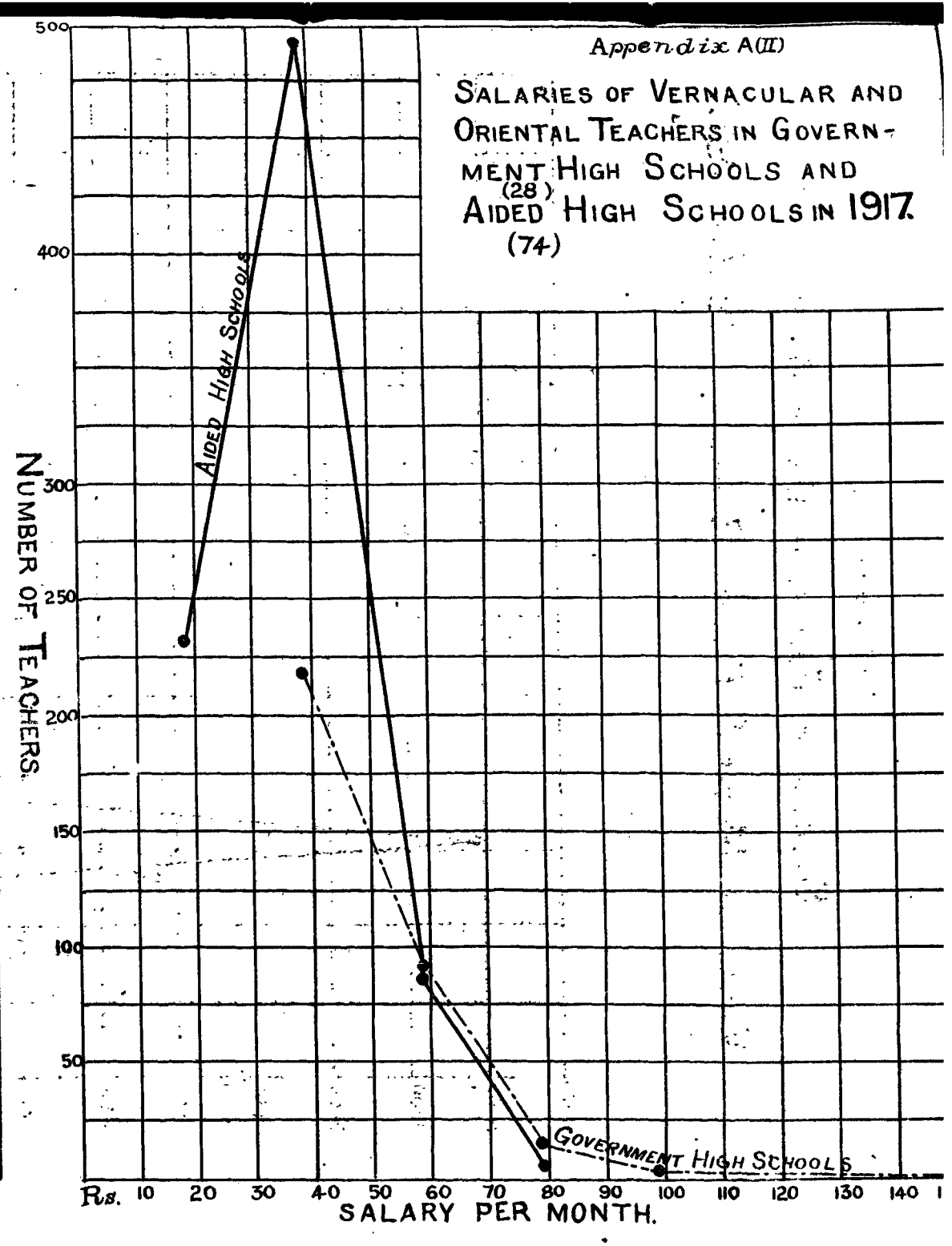
(28) (74)




*Appendix A (II)*

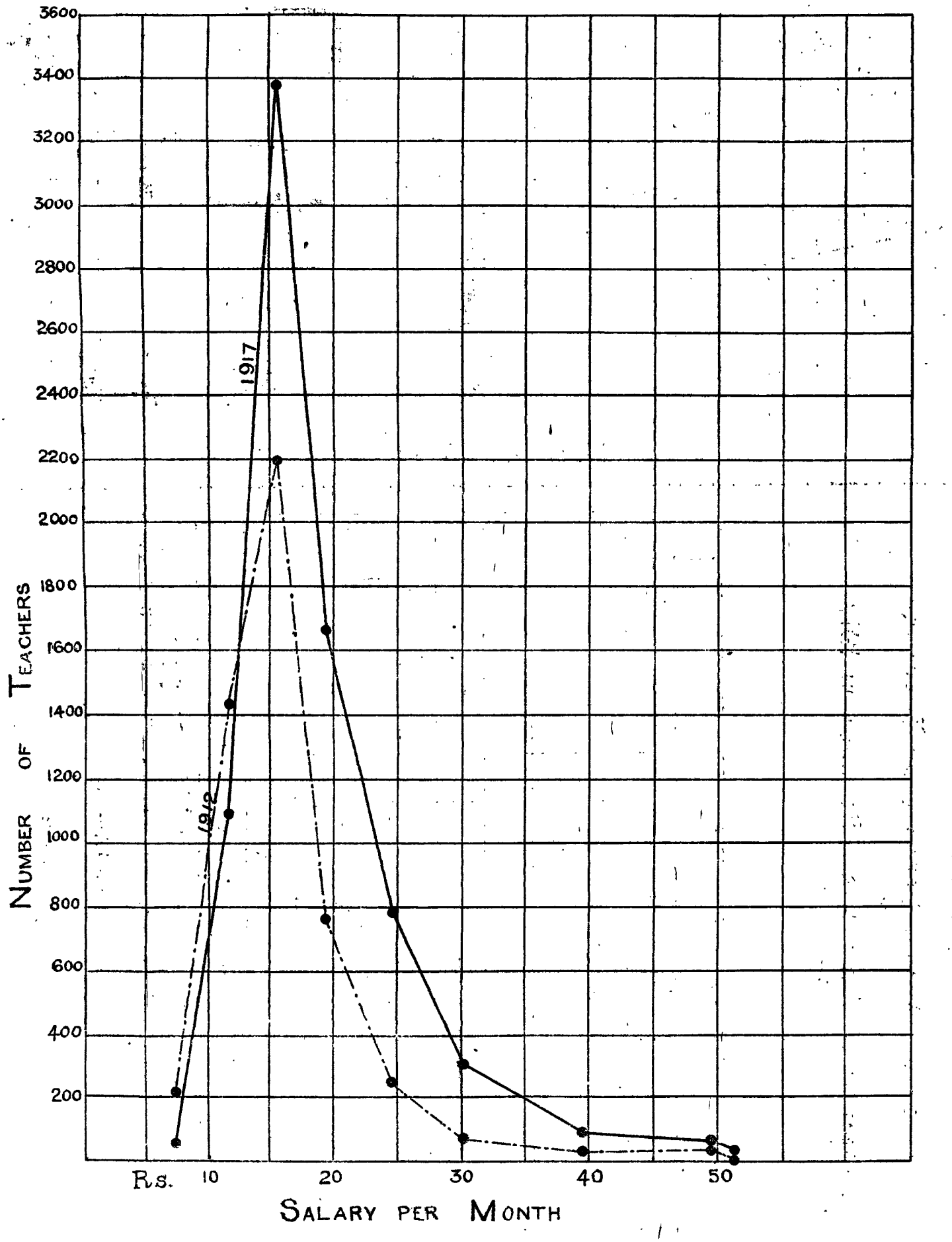
## Salaries of Vernacular and Oriental Teachers in Government High Schools and Aided High Schools in 1917.

(28) (74)



*Appendix A (III)*

# Salaries of Teachers in District Board Vernacular Middle & Primary Schools in 1912 and 1917.



# APPENDIX B.

ANNUAL REPORT ON MEDICAL INSPECTION OF SCHOOLS, AMBALA DIVISION, 1916-17, BY MOOLA SINGH, M.B., B.S., MEDICAL INSPECTOR OF SCHOOLS.

*The schools inspected during the year.*—During this year recognised secondary schools of the districts of Karnal, Simla and Gurgaon (except Rewari) were inspected twice. The schools of Rohtak Hissar and Ambala (with exception of Kharar Mission High and Municipal Board Middle Kalka which were inspected twice) districts were inspected once only.

*Number of students examined.*—In all 5,124 students were examined during the year.

*Need of a permanent assistant.*—During my second inspections I found out that good many of the chest, weight and height measurements are apparently wrong. For instance a medical history card of a student showed him to be 5 feet 8 inches in height during first inspection but on second inspection he was found to be 5 feet 7 inches. Evidently the first observation was wrong. The same holds good of chest and weight measurements. The reason for such mistakes is that the Medical Inspector not only has to work with a new assistant in each school, but generally in high schools he gets new assistant daily or perhaps two or three assistants turn by turn in a day. He (Medical Inspector) is therefore unnecessarily worried in training the new assistants for his work from day to day and these assistants cannot or do not work properly, because they are not responsible for what they do.

*Care of medical history cards.*—Although the Headmasters are expected to look up the medical history cards after inspection of Medical Inspector and exert their influence in persuading the students to act up to remarks made on their cards, but it is very seldom that one is found to do so. On the contrary the medical history cards are carefully locked up and they see the light again when the Medical Inspector goes for inspection or perhaps when some leaving certificate is to be issued and a medical history card is attached therewith.

It is clearly written on these cards that the Headmasters should note any disease from which a student suffers during the time intervening two medical inspections, but with one exception of the Headmaster, Municipal Board, Gohana, none did so.

*Cleanliness of the children.*—Clothing of the children was far from being satisfactory in Ambala Division as regards cleanliness. I admit that it is mainly due to poverty of the people, as pleaded, but I have found even the boys of very rich parents in very dirty dresses, and I may say that although poor students cannot wear expensive clothes, they can certainly afford to wash their clothes once a week at least, and thus keep them free from dirt. Banyans (بنیان) in majority of cases are very dirty and they being next to skin prove injurious to health by closing the pores of sweat glands. I have found that even in case of those students who wore clean coat, waistcoat and shirts, banyans were dirty. Students often do not take regular baths and in majority of cases they take weekly baths and some do not take bath for months during winter season. Every reasonable man can think that argument of poverty cannot be put forward in this case and it shows sheer laziness of the students and lack of interest in them of teachers in charge.

*Latrines and playgrounds.*—According to my last year's report latrines and playgrounds are far from what they ought to be and I regret to say that the situation has not improved during year under review.

Latrines with few exceptions are dirty, offensive smelling and not washed for days together. It is very seldom that any disinfectant or deodrant is used, if ever.

*Playgrounds,* as remarked last year, are often uneven and dusty, and some schools have got no playgrounds at all. It is injurious for the lungs to play upon a dusty ground and thus more harm is done than good. In my opinion every teaching institution should possess as good a playground as possible, because physical training is as important as mental training. It is due to the lack of exercise mainly that the health of the student is degenerating day by day. If grassy grounds cannot be secured water must be sprinkled on the ground immediately before play starts.

*Drill and recess periods.*—In my opinion wherever possible there should be two recess periods as suggested last year and I am pleased to say that some of the schools of the Ambala Division have adopted this measure.

During winter season the drill periods in almost all the schools used to begin from 10 A.M. and this custom was injurious for the students, who had to take exercise immediately after taking meals and in comparatively cooler part of the day. A circular was sent round in the division to the effect that drill periods should begin from 12 o'clock and I am glad to say that in all the schools inspected after the issue of this circular I found that time-tables were altered as desired.

*Seating arrangements.*—Often students were not made to sit on proper desks; some tall students were found sitting on low desks whereas younger students using comparatively high desks for them. In the former case they were liable to contract chest disease by stooping over their books whilst in the latter case they could suffer from some diseases in legs, because

their feet could not reach the ground and hence circulation of blood was obstructed in "popliteal" arteries (*i.e.*, behind the knees).

In some cases students found sitting with their faces towards light falling from the right hand side instead of the left.

In all these cases proper arrangements were suggested and in almost all cases carried out before second inspection.

*Boarding-houses.*—Although there is a little overcrowding in some of the main boarding-houses, the so-called branch boarding-houses are always overcrowded, dirty, ill-ventilated and lighted and often located in an insanitary surroundings. For example I may take the branch boarding-house of Municipal Board Middle School, Panipat. It was the worst boarding-house ever seen, the building is old, crumbling, ill-ventilated with no proper arrangements for lighting. I remarked during my first inspection that the branch boarding-house in question be shifted to some other building, but no notice was taken of it.

*Food supply in boarding-houses.*—Food supply is almost everywhere below average and in some places only pulses are cooked and no vegetables. Here again question of poverty comes in, but the quality of the food can be improved a good deal if the superintendents take some interest, and food can be cooked well at least, which is rarely seen. The use of red pepper should be restricted as far as possible. A conference of the Headmasters of the Division in the presence of the Medical Inspector and Educational Inspector of the Division might consider so vital a question because health depends more on quality and quantity of food taken than on anything else.

*Bathrooms in the boarding-houses.*—It is nowhere perhaps in the whole division that any proper bathroom is seen constructed in the boarding-houses. For this reason students have to expose themselves unnecessarily to cold while taking bath in winter season or in rough weather. I therefore recommend strongly that every boarding-house should have a bathroom.

*Diseases seen in students.*—Eye diseases are very commonly seen and play an important part and amongst these eye diseases "Ametiopis" (defective eye-sight) takes the first place. This is no doubt due to the fact that students have to put so much strain on eyes every day, but much can be done to escape the disease or to prevent the increase of the defect produced, by taking care of eye-sight. The teachers should see that the students are not in the habit of leaning over their books or keeping the books too near their eyes. The light should fall from the left hand side. While reading at the night time the lamp should be placed behind and thus no light will fall directly on the eyes.

"Trachoma" (Grandulations of eyelids) comes next in frequency amongst eye diseases and students should be warned of the fact that it is a contagious disease and a man with healthy eyes can contract the disease by wiping his face with a towel or handkerchief used by a person suffering from "Trachoma."

Inorganic diseases of heart, constipation and digestive disorders are common enough and they are due to lack of exercise. In case of resident students constipation and digestive disorders are also caused by improper food in addition to the factor already mentioned (*i.e.*, lack of exercise).

In the schools of Simla District diseases of throat are very common indeed. Goitre (enlarged Thyroid gland) is equally common in that district as seen in the statement of diseases.

In spite of the repeated notes made in medical inspection registers the teachers do not take care to exclude from the classes, the students, suffering from "Scabies." In any case such students, even if allowed in the class room, should not sit with other students but on a stool away from them.

Question of Tuberculosis in schools is very important indeed as a student suffering from phthisis can easily infect others in the same room.

If detected early the patient may be saved but it is very difficult for the Medical Inspector to detect and diagnose with certainty cases of commencing phthisis, without proper apparatuses as at present and in such a short time as he has at his disposal. Such cases can only be diagnosed by local medical officer with the help of the teachers in charge. In advanced cases, of course, the patients themselves leave the school.

*Treatment adopted by the sick students.*—Of course I have been informing the parents of the diseased students about the diseases from which they suffered and the treatment to be adopted. I am sorry to say, however, that the parents of the students from villages do not attach any value to such informations sent. But the parents of the students residing in towns act according to the advices given by the Medical Inspector in most cases.

Taking all the cases together I may say roughly about 25 per cent. of the sick students underwent the proper treatment suggested and were either cured or relieved of the diseases they were suffering from. But if we take the students with "defective eyesight"

(Ametropia) separately we find that only 10 per cent. of them corrected their sight by putting on spectacles. This is mainly due to the poverty of the students and to some extent to the fact that eye-sight cannot be tested properly everywhere to get the required number of glasses to be used. The students from villages should be persuaded by the Headmasters to attend the local Civil dispensaries (where they are treated free of charge) even if their parents do not care for the Medical Inspector's report.

## APPENDIX C.

NOTE ON THE PROGRESS OF FEMALE EDUCATION IN LAHORE, DURING THE LAST 30 YEARS, BY MISS M. BOSE.

IT is not an easy task to write a paper on the progress of Female education in the Punjab, for to do justice to the matter, one should have personal experience and first-hand knowledge of the subject under discussion.

My work has been confined to Lahore only, and in particular to my own school. I will, therefore, endeavour in this brief sketch to write an account of the Victoria School—its condition when I took charge of it 30 years ago—the changes that have taken place during this period, and some of the results that have been achieved. The story of this one school, will, I think, be illustrative in a general manner, of the spread of Female education in this Province. It cannot be said that the Punjab has been making great and rapid strides in this matter, but it is certain that all through this long period there has been a slow and steady progress, sometimes so gradual that it has hardly been perceptible. Within the last ten years, however, the people seem to have suddenly waked up to their needs and responsibilities, and a wonderful change has taken place. In past days when we thought of the thickly populated cities and towns of the good sized villages in the Punjab, and then read of schools existing only by the hundred and of pupils only by the thousand, we felt greatly discouraged, for what had been accomplished seemed like a mere drop in the ocean, and we asked ourselves as to whether anything had really been done for our women and girls. But now when we look back upon the past, and see how from small beginnings, large and flourishing schools have been established, when we think of those days when girls had to be bribed to come to school, and are now willing to pay fees, of the time when every thing in the way of books and stationery had to be supplied to them, and now when they have to pay for everything, we realize that a new era has begun, and we have every reason to look forward to a bright and hopeful future.

We will now take a glance at the Victoria School as it was when I came to it in the beginning of 1887. It was then called "The Central Female Normal School" and was with its nine branches under the supervision and management of the Sikhsha Sabha which Society, later on, was merged into the Punjab Association. Its aim was to provide teachers and fit students for the medical school.

On taking charge of the school, I found a number of old and elderly women, who were receiving good stipends and were hoping to become teachers after finishing the school course. They had had very little education, the majority only being able to read and write indifferently, on account of their being of advanced ages they could not learn much, to make teachers of them seemed a hopeless task. Most of them attended school merely for the sake of the stipends, and when these came to an end, they left without having accomplished anything. Besides these old and dull women, there were numbers of tiny children who were sent to school in order to be out of the way of the mothers, and to be kept out of mischief. They were bright and intelligent, but never learned anything, for first when they seemed to be making a good beginning, they were taken away from school to help their mothers at home (at that time hardly any children of the higher classes ever came to school).

1. The old pensioners and stipendiaries have gone. We still admit married women and widows, the former are generally sent by their husbands many of whom do not want a drudge or slave in the home, but a well educated and intelligent companion. We have had several married girls whose husbands have gone to England to study for various professions, and who have desired that during their absence the young wives should be sent to school to be prepared to become true helpmates to them on their return to their own country.

Young widows come to school to get a general education, so that after passing the Primary or the Middle Standard, they may be able to join the Normal School and become teachers eventually.

2. No stipends are given, they may earn scholarships by taking good marks in their examinations.

3. The numbers of little ones have increased considerably, in the old days even the tiny mites received an anna or two annas on finishing their primers, this kind of payment was usual in every class. Besides receiving small sums of money, all the children were supplied with everything, *e.g.*, takhtis, slates, books, stationery, needlework materials, etc., etc.

Now they have to provide themselves with all they need, fees are charged in every class, and those who take up English, pay a special fee of Rs. 2 per mensem irrespective of the class in which they are reading.

4. The children continue to stay in school for a much longer period. In the old days as soon as a girl had got up to the 3rd or 4th Standard, her parents thought she was too big to come to school, and that she had received a sufficient amount of education in that she could read a fairly easy book, and write a simple letter, so she was withdrawn from school.

Now we have large Upper Primary classes, and the first Middle is always a big class, after that the numbers begin to fall off. But in a few years time there will be a great change and we shall be able to keep many of our big girls much longer in school.

5. In former times the attendance was very poor, we had no hold on the children and could not compel them to come to school. We could not fine them nor punish them, and were only too thankful to get them to come at all. The parents let them do just as they pleased, they came when they liked and they stayed away when they liked, and as for punctuality, that was unknown to them.

Now not only the older children, but even the little ones are present at the first roll-call; they are learning to bring chits from their parents when they want leave; they are also beginning to understand that staying away from school means losing a lesson and marks given for home work; and they pay fines for unpunctuality and absence without leave without a demur realizing that they are in fault.

6. The parents in those times expected that everything should be done for their children. Doolies were provided free of cost to the Muhammadan girls and *bulanewalis* sent round to fetch all the others.

Now the girls who use the doolies pay for them, many come in their own carriages and with their own servants.

## Appendix D.

NOTE BY MISS M. E. HART ON KINDERGARTEN METHODS IN GIRLS' SCHOOLS.

In January 1914, when I visited the largest female education centres in the Punjab, I was impressed with the very elementary experimental stage this education was then in from one point of view. The teachers were quite oblivious to the fact that primary education could include anything beyond (1) the process of memorizing the first, second and third Readers for girls' schools, and (2) by perseverance a certain proportion could be taught long division with fairly accurate results. The infant classes were for the most part in the hands of quite incapable old women, who knew nothing themselves, and who had no interest in their work beyond keeping up the number for their superior officers.

In a few isolated cases when Mission ladies had schools, English education had been more or less introduced, but so far no combined effort has been made to study environment and no endeavour has been made to develop child nature.

Education is a "process of drawing out the mental powers of a child," therefore, if the main aim of the teachers is to give the child something foreign to its environment and very nature, they are not educating but artificially laying a veneer of knowledge upon the child's memory.

Having these observations in mind I undertook to see what could be done with the ordinary teacher of to-day by experimenting in the Victoria Girls' School. The classes I took charge of were Infants—I, II, and III, Muhammadan and Hindu.

The teachers put under my charge were 3 fully trained teachers, and 6 teachers of long standing experience of teaching in these classes, but with no qualification and very little knowledge. I tackled the lowest class first and found that everything I introduced was promptly put into a set form and memorised. To avoid this I introduced chiefly handwork of a very simple nature, such as clay modelling, sand modelling, brick building and a collection of articles suitable for sense-training. Everything introduced was cheap and easily obtained.

The whole scheme is incomplete, and in a very elementary stage, especially in the Hindu class, as child development necessitates child knowledge, and it requires a thoughtful enthusiastic teacher to develop everything as she goes along. The Muhammadan teacher has made a great deal more of the ideas given to her.

In the upper 1st phonetic reading has been introduced, which in the hands of good teachers has had excellent results. Both Muhammadan and Hindu teachers in this class became interested, and the result is that that the code requirements for this class have been taught with enthusiasm and interest, and both teacher and taught have developed.

In classes II and III the same procedure has been adopted, interest in the children has been the first thing taught, and from that it has been possible to make the lessons full of interest.

The whole curriculum of the Lower Primary department is the one in the Code of Indian Girls' Schools.

All we have done is (1) to make each child feel it is known and cared for; (2) to make every lesson of interest to the child; (3) to make each child feel responsible for its own progress.

The teacher now realises that a well prepared lesson is a joy to give, and that if she does her work well, she can insist on the children doing theirs well, not otherwise.

Lack of co-operation is the chief fault that I have found, teachers are rivals not colleagues, there is no ideal to work for only self praise, and the greatest need for the woman teacher is a splendid training college, where woman can learn to sink herself for the good of a great ideal, where natural regard for personality will teach her to co-operate with her colleagues for a common good and thus will she learn co-operation, first as a student later as a teacher. The College would do well to be so large and so well staffed that during the vacation of the different schools the teachers can come back and refresh themselves and mix with the students so combine.

The Indian woman is essentially a home bird, therefore when work outside the home is expected of her this should be understood and arranged for; every care should be given that she should realise for herself these matters, and this can only be done if she receives mental, moral and physical training for her work.

## APPENDIX E.

### Teaching of Science in the Punjab Schools, by Lala Ratan Lal, M. A.

One important feature of the educational progress in this province, during the past few years, has been the striking popularity of Science as a subject of study. Leaving aside the higher scientific education, imparted in colleges, with which this note does not pretend to deal, the interest displayed by the public, in the elementary science work of the school stage, has not been less remarkable. This will be evident from the fact, that the number of the students appearing in the Science Faculty Matriculation examination, *i.e.*, taking up Physical Science as a compulsory subject in lieu of a classical language, has risen from 72 in 1908 and 342 in 1912 to 1,299 in 1917 or has increased four times during the quinquennium; while the total number of candidates, taking up science both in arts and science faculties, has almost doubled during the last ten years and the number of those successful in this subject has risen from 382 in 1908 to 1,920 in 1917.

Another and perhaps a more convincing evidence of the fact that science has caught a hold on popular imagination may be found in the readiness with which funds have been forthcoming to meet the rapidly growing demands of science teaching on modern approved lines. The quinquennium under report has been unique as regards the improvement of educational buildings, and in this connection the requirements of science have received prominent attention. One of the first things to be done, on my appointment to look after the science teaching, was to furnish the Headmasters and Managers of Schools, with all the details of equipment and apparatus needed. Typical plans of science rooms with fittings and fixtures were drawn up and circulated, and the officers of the Public Works Department were interviewed, wherever necessary. Thanks to the liberal grants from the Government and the ready response of the public almost all the important High Schools have now got well equipped and furnished science rooms. From among the Government institutions only six or seven are cramped for want of adequate accommodation, and that too, because the building operations had to be suspended owing to the war. A typical science block consists of a lecture room and a laboratory, fitted with demonstration and practising tables, sinks, shelves, balance brackets, fume-cupboards, etc. In many cases water pipes have been laid on and some of the larger high schools possess gas plants as well.

As regards the stock of apparatus, special attention had to be paid to the selection of the apparatus of the right type, and the tendency to purchase expensive ready-made apparatus, intended more for show than for use, was checked, thus combining efficiency with economy. Care has been taken to maintain a sense of proportion and not to encourage any expenditure not justified by the number of students reading the subject. It is estimated that about half a lac of public money has been saved in this way. There are, no doubt, still some institutions at which the state of equipment leaves much to be desired, but as pointed out above, this is mostly due to the financial stringency caused by the war.

It cannot be forgotten, however, that neither magnificent laboratories, nor the amount of money spent on apparatus, can serve as a criterion of the soundness of the training imparted. These outward signs are at best an index of the earnestness which animates those concerned, to do their best in the cause of science. Various other steps have therefore been taken to put the teaching of science on a sound footing and to bring it in a line with modern approved methods, as well as with the present day needs of the country. In this connection the visit of Professor Arthur Smithells, F. R. S., of Leeds, to the province, proved a great boon. The learned Professor who had made a careful study of the problem of science work in the English schools evinced an equally deep interest in the Punjab schools. In the midst of his multifarious engagements he managed to find time to hold a course of practical lectures, extending over a fortnight for the benefit of science teachers. The

keynote of these inspiring and instructive lectures was the awakening of a spirit of enquiry and investigation. Professor Smithells further favoured the department with his valuable advice and urged the necessity of reform along the lines that had been chalked out.

The process of recasting the system of scientific training, at all the different stages of the school course, had naturally to commence from the bottom. An important step taken in that direction is the complete overhauling of the scheme of nature study and science work for the Primary and Middle departments.

As regards the Primary classes it was found that, though the old scheme of object lessons was based on sound principles, in actual practice, the " teaching " of these lessons had degenerated into memorising of miscellaneous information of a useless type and had failed to achieve the desired end. It did not foster a spirit of enquiry or create an interest in one's natural surroundings, much less did it develop the faculty of observation or scientific reasoning, with the result that, " not one man in a hundred knew that a caterpillar developes into a butterfly, or that in the Punjab the sun never comes exactly overhead at noon." In the Middle department the old method of teaching physics to the exclusion of the other branches of science and its treatment as a subject by itself, had led to a multiplicity of subjects and needless repetition for which there was no longer any justification. In the western countries " the science of daily life " taught in an experimental and practical manner has become the watchword of scientific work at the earlier stages. Education divorced from the interests and occupations of the people must always remain mechanical. Moreover the modern method of teaching Geography, based as it is on observation and experiment, leads to the fulfilment of the same objects as the teaching of science, both forming a higher stage of nature study. The most important feature of the new scheme therefore is that " science " disappears from the course as a separate subject and becomes, as it were, a handmaid of rational geography.

According to this scheme the work of the Lower Primary classes consists of general observation of the child's own natural surroundings, including animate and inanimate objects, trees, crops, soil, water, clouds, wind, the sun, the moon, local handicrafts, trade, etc., all this forming a foundation for the formal geography of the Upper Primary. At that stage the subject has developed to a continuous study of the life history of one or two plants and insects, while the practical geography (which is after all another name for the study of inanimate nature) includes the observation of the apparent positions and motions of the sun and stars, the phases of the moon, the atmospheric phenomena, and a knowledge of the elementary laws of motion derived from games and toys—Manual occupations or drawing go hand in hand with Nature Study at this stage.

In the Middle department the scheme of the first two classes includes observational and experimental work leading to a thorough grasp of the laws of physical science which form a basis of geography. The scheme for the third middle class consists mainly of the lessons on the chemistry of sanitation and hygiene and plant food.

This scheme is being gradually introduced throughout the province. There was the difficulty, that most of the teachers and sometimes even the supervising officers did not thoroughly grasp the aims and methods of working the new scheme. Courses of lectures were, therefore, held at different important centres to explain the method to those concerned. A teachers' handbook on Nature Study has been prepared, and the schemes of the Normal schools and the Training College have been revised to a certain extent. There is still a great need for teachers' handbooks specially those dealing with common plants and insects.

The science teaching in the High department stands on a somewhat different footing from that of the Middle. The High classes are preparatory to the Matriculation examination of the University and the syllabus and courses of study are prescribed by that body. Naturally the work in schools is mostly controlled by the type of questions set, and the standard of marking adapted.

The uniform standard of physical science, for both the Arts and Science Faculties, which had been sanctioned previously, was enforced during the quinquennium. This was an important step and has proved beneficial in giving the boys a greater freedom in the choice of subjects and has led to economy by reducing a duplicity of lecturing. The syllabus then framed was found to contain certain anomalies which were removed when brought to the notice of the University. Another recent improvement is a more rational allotment of the different branches of Physical Science to the two written papers. It is universally admitted, however, that in spite of these improvements the syllabus is anything but ideal. Frequent revision of the syllabus leads to a serious dislocation of work and therefore the next step can only be taken when the work of the Middle department has been thoroughly consolidated.

With the unification of the Arts and Science Faculty courses, the University also recognised the necessity of attaching proper importance to practical work, and a syllabus of experiments, which every candidate was expected to perform, was drawn up. It was however not possible to enforce a high standard on this side until the schools have been properly equipped. That difficulty has now been overcome, to a large extent, and thus a considerable amount of laboratory work is done by pupils themselves. It cannot be denied that while a few schools are doing really good work, speaking generally, the work is mechanical and consists of a rather unintelligent repetition of experiments usually asked at the University

examination, but it has to be remembered that this spade work was necessary before the foundation of a real training in methods of investigation could be laid. The time is coming when a distinct step will have to be taken in that direction. A problem for solution at that time will be to devise some better method of practical examination, because it is evident that a system of simultaneous examination of three thousand candidates, carried on by a large number of examiners, spread all over the province, during one or two days, can never form a genuine test of a training in scientific method.

It will not be out of place here to say something about the two other scientific subjects, Hygiene and Agriculture, which are destined to play a most important part in the future, and the growing popularity of which is a happy sign of the times. During the quinquennium the number of candidates taking up Physiology and Hygiene, in the Matriculation examination, has risen from 16 in 1912 to 434 in 1917, while the corresponding figures for agriculture are 4 and 464 respectively. The subjects are no doubt in their infancy and have yet to be developed and their present popularity is generally attributed to the ease with which the candidates can secure a pass, as compared with Drawing, in which the percentage of passes is very low; but it is certain that both these subjects will grow to be really useful and will then be taken up for their intrinsic value. They are receiving prominent attention at the hands of the University and the syllabus of Physiology and Hygiene has been recently revised. There is a feeling that due importance is not attached to Hygiene as an applied Science and formal Physiology receives more attention than is necessary at the school stage.

The want of a book of the proper standard, dealing with personal and domestic Hygiene, having reference to the daily life and habits of the Punjab people, is very keenly felt, and still more urgent is the need of a book on Punjab agriculture. The books prescribed at present for this subject are admittedly unsuitable for the Punjab, dealing as they do with foreign conditions. The natural result is a book knowledge which is of no practical use to the agriculturist.

It is, however, believed that the Professors of the Punjab Agricultural College, Lyallpur, are doing their best to remove this serious disability. The practical work in agriculture will also eventually develop and will naturally include, some field work done by individual candidates, as an essential item. The establishment of a special faculty of agriculture is sure to give fresh impetus to this subject.

It will be evident from what has been said above, that though much yet remains to be done, a real step forward has been taken.

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# GENERAL TABLE I.

## ABSTRACT STATEMENT OF COLLEGES, SCHOOLS, AND SCHOLARS IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1916-17.

*(For details see General Table III.)*

| Area and Population. | | | Particulars. | Public Institutions. | | | | | | | | Private Institutions. | | | Grand Total. | Average number of towns and villages served by | | Percentage to population of Scholars in | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | *University Education.* | | *School Education, General.* | | | *School Education, Special.* | | | | | | | | | | |
| Total area, in square miles. | Number of towns* and villages. | Population. | | Arts Colleges. | Professional Colleges. | Secondary Schools. | Primary Schools. | Total. | Training Schools. | All other Special Schools. | Total. | Advanced. | Elementary. | Total. | | Public Institutions. | Public or Private Institutions. | Public Institutions. | Public or Private Institutions. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 99,251 | Towns* ... 127 | Males ... 10,769,704 | Institutions ... For Males ... | 10 | 6 | 422 | 4,918 | 5,340 | 16 | 40 | 5,412 | 175 | 1,868 | 2,043 | 7,455 | 6·1 | 4·4 | ... | ... |
| | Villages ... 33,094 | Females ... 8,806,943 | For Females ... | 1 | 1 | 75 | 935 | 1,010 | 13 | 5 | 1,030 | ... | 872 | 872 | 1,902 | 32·2 | 17·4 | ... | ... |
| | Total ... 33,221 | Total ... 19,576,647 | Total ... | 11 | 7 | 497 | 5,853 | 6,350 | 29 | 45 | 6,442 | 175 | 2,740 | 2,915 | 9,357 | 5·1 | 3·5 | ... | ... |
| | | | Scholars ... Males ... | 4,214 | 1,115 | 111,541 | 244,796 | 356,337 | 912 | 3,564 | 366,142 | 3,313 | 37,581 | 40,894 | 407,036 | ... | ... | 3·39 | 3·78 |
| | | | Females ... | 22 | 39 | 10,970 | 43,055 | 54,025 | 224 | 591 | 54,901 | 67 | 14,734 | 14,801 | 69,702 | ... | ... | ·62 | ·79 |
| | | | Total ... | 4,236 | 1,154 | 122,511 | 287,851 | 410,362 | 1,136 | 4,155 | 421,043 | 3,380 | 52,315 | 55,695 | 476,738 | ... | ... | 2·15 | 2·43 |

*All places containing 5,000 inhabitants or upwards and all municipalities whatever their population are entered as towns.

GENERAL

## ABSTRACT STATEMENT OF EXPENDITURE ON PUBLIC INSTRUCTION

(*For details see*

| | Total direct Expenditure on Public Instruction. | | | | | | |
|---|---|---|---|---|---|---|---|
| | *University Education.* | | *School Education, General.* | | *School Education, Special.* | | |
| | Arts Colleges. | Colleges for Professional Training. | Secondary Schools. | Primary Schools. | Training Schools. | All other Special Schools. | Total. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. |
| 1. Institutions { for Males ... | 6,45,869 | 4,46,832 | 29,80,278 | 15,82,688 | 1,41,277 | 2,42,853 | 60,39,792 |
| 1. Institutions { for Females ... | 7,367 | 15,464 | 3,99,402 | 3,81,886 | 36,870 | 62,294 | 9,03,283 |
| Total ... | 6,53,236 | 4,62,296 | 33,79,680 | 19,64,569 | 1,78,147 | 3,05,147 | 69,43,075 |
| 2. (*a*)—Percentages of Provincial Expenditure included in columns 2—16 to Total Provincial Expenditure on Public Instruction ... | 7·32 | 12·38 | 26·47 | 1·13 | 5·09 | 5·54 | 57·93 |
| (*b*)—Percentages of Local Fund Expenditure included in columns 2—16 to Total Local Fund Expenditure on Public Instruction ... | ·01 | ·13 | 14·75 | 54·22 | ·12 | 1·52 | 70·75 |
| (*c*)—Percentages of Municipal Expenditure included in columns 2—16 to Total Municipal Expenditure on Public Instruction ... | ·15 | ·06 | 36·61 | 36·77 | ·65 | 3·67 | 77·91 |
| (*d*)—Percentages of Total Expenditure in columns 2—16 to Total Expenditure on Public Instruction ... | 6·01 | 4·26 | 31·11 | 18·08 | 1·64 | 2·81 | 63·91 |
| 3. Average annual cost of educating each pupil in— | Rs. A. P. | Rs. A. P. | Rs. A. P. | Rs. A. P. | Rs. A. P. | Rs. A. P. | Rs. A. P. |
| Government Institutions. { Cost to Provincial Revenues ... | 157 6 0 | 463 10 7 | 29 15 6 | 11 6 9 | 163 4 7 | 99 14 2 | 64 6 8 |
| Government Institutions. { Cost to Local and Municipal Funds | ... | 4 9 1 | 0 0 2 | ... | ... | ... | 0 3 5 |
| Government Institutions. { Total cost ... | 266 9 6 | 526 14 6 | 56 10 4 | 17 9 8 | 163 4 7 | 110 10 6 | 91 13 0 |
| Local Fund and Municipal Board Schools. { Cost to Provincial Revenues ... | ... | ... | ... | ... | 29 0 11 | ... | 0 0 2 |
| Local Fund and Municipal Board Schools. { Cost to Local and Municipal Funds | ... | ... | 8 14 8 | 6 15 6 | 82 13 8 | 31 7 10 | 7 9 4 |
| Local Fund and Municipal Board Schools. { Total cost ... | ... | ... | 16 0 6 | 7 8 5 | 111 14 7 | 32 15 2 | 9 8 8 |
| Aided Institutions. { Cost to Provincial Revenues ... | 70 6 4 | 266 13 6 | 8 12 4 | 0 5 3 | 67 7 4 | 44 2 8 | 5 3 10 |
| Aided Institutions. { Cost to Local and Municipal Funds | 0 11 0 | ... | 2 13 8 | 3 9 6 | ... | 7 8 8 | 3 4 4 |
| Aided Institutions. { Total cost ... | 195 1 9 | 406 15 2 | 32 6 10 | 6 4 4 | 137 12 2 | 112 5 6 | 20 10 0 |
| Unaided Institutions—Total cost | 76 15 7 | 75 5 2 | 23 3 7 | 4 10 4 | 83 13 1 | 28 8 9 | 21 4 6 |
| All Institutions. { Cost to Provincial Revenues ... | 55 2 3 | 341 10 1 | 66 9 2 | 0 2 1 | 137 6 0 | 42 1 9 | 4 6 7 |
| All Institutions. { Cost to Local and Municipal Funds | 0 4 11 | 3 4 5 | 4 15 0 | 5 14 2 | 6 5 2 | 15 3 3 | 5 10 1 |
| All Institutions. { Total cost ... | 158 5 2 | 410 9 0 | 27 5 5 | 7 2 8 | 154 8 1 | 74 10 4 | 17 0 2 |

# TABLE II.

## IN THE PUNJAB FOR THE OFFICIAL YEAR 1916-17.

*(General Table IV.)*

| Total indirect Expenditure on Public Instruction. | | | | | | | Total Expenditure on Public Instruction. | Remarks. |
|---|---|---|---|---|---|---|---|---|
| University. | Direction. | Inspection. | Scholarships. | Buildings, furniture and apparatus. | Miscellaneous. | Total. | | |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | |
| 2,78,281 | 77,343 | 4,12,491 | 3,43,154 | 17,06,458 | 11,02,518 | 39,20,245 | 1,08,63,320 | |
| 2,78,281 | 77,343 | 4,12,491 | 3,43,154 | 17,06,458 | 11,02,518 | 39,20,245 | 1,08,63,320 | |
| 1·73 | 2·49 | 11·25 | 4·56 | 12·04 | 10·00 | 42·07 | 100 | |
| ... | ... | 2·23 | 3·83 | 20·62 | 2·57 | 29·25 | ... 100 | |
| ... | ... | ·93 | 3·90 | 13·53 | 3·73 | 22·09 | 100 | |
| 2·57 | ·71 | 3·8( | 3·16 | 15·70 | 10·15 | 36·09 | 100 | |

# GENERAL
## COLLEGES, SCHOOLS AND SCHOLARS

| CLASS OF INSTITUTION. | PUBLIC IN | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | UNDER PUBLIC MANAGEMENT. | | | | | | | |
| | *Managed by Government.* | | | | *Managed by Local Funds and Municipal Boards.* | | | |
| | Number of institutions. | Number of scholars on the rolls on 31st March. | Average number on the rolls monthly during the year. | Average daily attendance. | Number of institutions. | Number of scholars on the rolls on 31st March. | Average number on the rolls monthly during the year. | Average daily attendance. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| **UNIVERSITY EDUCATION.** | | | | | | | | |
| *Arts Colleges.* | | | | | | | | |
| English ... ... ... for males ... | 1 | 604 | 620 | 513 | ... | ... | ... | ... |
| for females ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Oriental ... ... ... for males ... | ... | ... | ... | ... | ... | ... | ... | ... |
| for females ... | ... | ... | ... | ... | ... | ... | ... | ... |
| *Colleges for Professional Training.* | | | | | | | | |
| Law ... ... ... ... for males ... | ... | ... | ... | ... | ... | ... | ... | ... |
| for females ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Medicine ... ... ... for males ... | 1 | 232 | 241 | 234 | ... | ... | ... | ... |
| for females ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Engineering ... ... ... for males ... | ... | ... | ... | ... | ... | ... | ... | ... |
| for females ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Teaching ... ... ... for males ... | 2 | 272 | 276 | 261 | ... | ... | ... | ... |
| for females ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Agriculture ... ... ... for males ... | 1 | 113 | 85 | 70 | ... | ... | ... | ... |
| for females ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Veterinary ... ... ... for males ... | 1 | 204 | 206 | 195 | ... | ... | ... | ... |
| for females ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Commercial ... ... ... for males ... | ... | ... | ... | ... | ... | ... | ... | ... |
| for females ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Forestry ... ... ... for males ... | ... | ... | ... | ... | ... | ... | ... | ... |
| for females ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Total ... | 6 | 1,425 | 1,428 | 1,273 | ... | ... | ... | ... |
| **SCHOOL EDUCATION, GENERAL.** | | | | | | | | |
| *Secondary Schools.* | | | | | | | | |
| High Schools for males ... ... ... | 31 | 12,303 | 12,403 | 11,317 | 15 | 4,845 | 4,914 | 4,539 |
| Middle Schools for males English ... | ... | ... | ... | ... | 65 | 15,723 | 15,902 | 14,143 |
| Vernacular ... | ... | ... | ... | ... | 148 | 28,014 | 29,081 | 26,012 |
| High Schools for females ... ... | 4 | 964 | 918 | 719 | ... | ... | ... | ... |
| Middle Schools for females English ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Vernacular ... | ... | ... | ... | ... | 20 | 3,312 | 3,046 | 2,453 |
| Total ... | 35 | 13,267 | 13,321 | 12,036 | 248 | 51,894 | 52,943 | 47,147 |
| *Primary Schools.* | | | | | | | | |
| For males ... ... ... ... ... | 8 | 1,122 | 1,089 | 887 | 3,412 | 179,483 | 170,324 | 148,287 |
| For females ... ... ... ... ... | ... | ... | ... | ... | 601 | 26,439 | 25,278 | 20,529 |
| Total ... | 8 | 1,122 | 1,089 | 887 | 4,013 | 205,922 | 195,602 | 168,816 |

# TABLE III.

## IN THE PUNJAB FOR THE OFFICIAL YEAR 1916-17.

| STITUTIONS. | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| (UNDER PRIVATE MANAGEMENT. | | | | | | | | | | NUMBER OF SCHOLARS ON 31ST MARCH LEARNING | | | | |
| *Aided by Government, by Local Funds or Municipal Boards.* | | | | *Unaided.* | | | | | | | | | | |
| Number of institutions. | Number of scholars on the rolls on 31st March. | Average number on the rolls monthly during the year. | Average daily attendance. | Number of institutions. | Number of scholars on the rolls on 31st March. | Average number on the rolls monthly during the year. | Average daily attendance. | Grand Total of Institutions. | Grand Total of Scholars on the 31st March. | English. | A classical language. | A vernacular language. | Number of girls in boys' schools. | Number of boys in girls' schools. | REMARKS. |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 5 | 1,790 | 1,681 | 1,428 | 3 | 1,682 | 1,660 | 1,419 | 9 | 4,076 | 3,969 | 1,716 | ... | 7 | ... | |
| 1 | 15 | 15 | 15 | .. | ... | ... | ... | 1 | 15 | 15 | ... | 15 | ... | ... | |
| 1 | 145 | 150 | 121 | ... | ... | ... | ... | 1 | 145 | 139 | 128 | 10 | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | 1 | 295 | 280 | 261 | 1 | 295 | 295 | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | 1 | 232 | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | 2 | 272 | 190 | ... | 88 | 1 | ... | |
| 1 | 38 | 38 | 37 | ... | ... | ... | ... | 1 | 38 | 38 | 29 | 9 | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | 1 | 113 | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | 1 | 204 | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 8 | 1,988 | 1,884 | 1,601 | 4 | 1,977 | 1,940 | 1,680 | 18 | 5,390 | 4,646 | 1,873 | 122 | 8 | ... | |
| 77 | 31,534 | 31,803 | 28,420 | 18 | 5,453 | 5,453 | 4,871 | 136 | 54,135 | 43,067 | 24,284 | 50,603 | 4 | ... | |
| 51 | 9,337 | 9,067 | 8,016 | 19 | 3,388 | 3,323 | 2,926 | 135 | 28,448 | 17,702 | 8,906 | 28,079 | 41 | ... | |
| 3 | 697 | 719 | 665 | ... | ... | ... | ... | 151 | 28,711 | 265 | 7,098 | 28,711 | 4 | ... | |
| 12 | 1,365 | 1,411 | 1,190 | 1 | 253 | 251 | 203 | 17 | 2,582 | 1,639 | 406 | 1,620 | ... | 137 | |
| 14 | 1,209 | 1,184 | 1,024 | ... | ... | ... | ... | 14 | 1,209 | 885 | 101 | 521 | ... | 159 | |
| 24 | 4,114 | 4,138 | 3,005 | ... | ... | ... | ... | 44 | 7,426 | 164 | 988 | 7,426 | ... | ... | |
| 181 | 48,256 | 48,322 | 42,320 | 38 | 9,094 | 9,027 | 8,000 | 497 | 122,511 | 63,722 | 41,783 | 116,960 | 49 | 296 | |
| 1,335 | 58,167 | 55,998 | 45,416 | 163 | 7,047 | 6,238 | 5,492 | 4,918 | 245,819 | 2,641 | 1,249 | 245,668 | 1,185 | ... | |
| 297 | 14,108 | 13,713 | 11,281 | 37 | 1,485 | 1,425 | 1,130 | 935 | 42,032 | 239 | 714 | 41,672 | ... | 162 | |
| 1,632 | 72,275 | 69,711 | 56,697 | 200 | 8,532 | 7,663 | 6,622 | 5,853 | 287,851 | 2,880 | 1,963 | 287,340 | 1,185 | 162 | |

# GENERAL

## COLLEGES, SCHOOLS AND SCHOLARS

PUBLIC

| CLASS OF INSTITUTION. | | Under Public Management. | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | *Managed by Government.* | | | | *Managed by Local Funds and Municipal Boards.* | | | |
| | | Number of institutions. | Number of scholars on the rolls on 31st March. | Average number on the rolls monthly during the year. | Average daily attendance. | Number of institutions. | Number of scholars on the rolls on 31st March. | Average number on the rolls monthly during the year. | Average daily attendance. |
| | | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| SCHOOL EDUCATION, SPECIAL. | | | | | | | | | |
| Training Schools ... ... ... | for males ... | 11 | 796 | 799 | 776 | ... | ... | ... | ... |
| | for females ... | 1 | 80 | 93 | 86 | 5 | 85 | 88 | 85 |
| Schools of Art ... ... ... | for males ... | 1 | 265 | 281 | 254 | ... | ... | ... | ... |
| | for females ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Law Schools ... ... ... | for males ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | for females ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Medical Schools ... ... ... | for males ... | 1 | 293 | 302 | 295 | ... | ... | ... | ... |
| | for females ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Engineering and Surveying Schools ... | for males ... | 1 | 99 | 98 | 94 | ... | ... | ... | ... |
| | for females ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Technical and Industrial Schools ... | for males ... | 2 | 560 | 500 | 455 | 22 | 1,796 | 1,776 | 1,526 |
| | for females ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Commercial Schools ... ... | for males ... | 1 | 36 | 41 | 39 | ... | ... | ... | ... |
| | for females ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Agricultural Schools ... ... | for males ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | for females ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Reformatory Schools ... ... | for males ... | 1 | 112 | 121 | 110 | ... | ... | ... | ... |
| | for females ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Other Schools ... ... ... | for males ... | 1 | 17 | 16 | 14 | ... | ... | ... | ... |
| | for females ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Total ... | 20 | 2,258 | 2,251 | 2,123 | 27 | 1,881 | 1,864 | 1,611 |
| TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION | | 69 | 18,072 | 18,089 | 16,319 | 4,288 | 259,697 | 250,409 | 217,574 |
| PRIVATE INSTITUTIONS. | | | | | | | | | |
| 1. *Advanced Teaching*— | | | | | | | | | |
| (*a*) Arabic or Persian ... ... ... ... | for males | ... | ... | ... | ... | | | | |
| | for females | ... | ... | ... | ... | | | | |
| (*b*) Sanskrit ... ... ... ... | for males | ... | ... | ... | ... | | | | |
| | for females | ... | ... | ... | ... | | | | |
| (*c*) Any other Oriental Classic ... ... ... | for males | ... | ... | ... | ... | | | | |
| | for females | ... | ... | ... | ... | | | | |
| 2. *Elementary Teaching*— | | | | | | | | | |
| (*a*) A vernacular only or mainly ... ... ... | for males | ... | ... | ... | ... | | | | |
| | for females | ... | ... | ... | ... | | | | |
| (*b*) The Koran only ... ... ... ... | for males | ... | ... | ... | ... | | | | |
| | for females | ... | ... | ... | ... | | | | |
| 3. *Other Schools not conforming to Departmental Standards* | for males | ... | ... | ... | ... | | | | |
| | for females | ... | ... | ... | ... | | | | |
| TOTAL OF PRIVATE INSTITUTIONS ... ... ... ... | | ... | ... | ... | ... | | | | |
| GRAND TOTAL OF ALL INSTITUTIONS ... | for males | ... | ... | ... | ... | | | | |
| | for females | ... | ... | ... | ... | | | | |

## TABLE III--CONCLUDED.

### IN THE PUNJAB FOR THE OFFICIAL YEAR 1916-17—CONCLUDED.

| INSTITUTIONS. | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| UNDER PRIVATE MANAGEMENT. | | | | | | | | | | NUMBER OF SCHOLARS ON 31ST MARCH LEARNING | | | | |
| *Aided by Government, by Local Funds or Municipal Boards.* | | | | *Unaided.* | | | | | | | | | | |
| Number of institutions. | Number of scholars on the rolls on 31st March. | Average number on the rolls monthly during the year. | Average daily attendance. | Number of institutions. | Number of scholars on the rolls on 31st March. | Average number on the rolls monthly during the year. | Average daily attendance. | Grand Total of Institutions. | Grand Total of Scholars on 31st March. | English. | A classical language. | A vernacular language. | Number of girls in boys' schools. | Number of boys in girls' schools. | REMARKS. |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 4 | 94 | 91 | 89 | 1 | 22 | 22 | 21 | 16 | 912 | 75 | 267 | 815 | | ... | |
| 7 | 59 | 60 | 57 | ... | ... | ... | ... | 13 | 224 | 16 | 83 | 214 | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | 1 | 265 | ... | ... | ... | 2 | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | 2 | 82 | 68 | 53 | 3 | 375 | ... | ... | ... | ... | ... | |
| 1 | 138 | 140 | 137 | ... | ... | ... | ... | 1 | 138 | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | 1 | 99 | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 4 | 172 | 162 | 125 | 2 | 57 | 61 | 51 | 30 | 2,585 | 144 | ... | 2,086 | ... | ... | |
| 3 | 406 | 413 | 396 | ... | ... | ... | | 3 | 406 | | 24 | 406 | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | 1 | 36 | 29 | | 12 | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | 1 | 112 | ... | ... | 112 | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 2 | 77 | 74 | 60 | ... | ... | ... | ... | 3 | 94 | 30 | ... | 20 | ... | ... | |
| 1 | 45 | 35 | 28 | ... | ... | ... | ... | 1 | 45 | ... | ... | ... | ... | ... | |
| 22 | 991 | 975 | 892 | 5 | 161 | 151 | 125 | 74 | 5,291 | 294 | 374 | 3,665 | 2 | ... | |
| 1,843 | 123,510 | 120,892 | 101,510 | 242 | 19,764 | 18,781 | 16,427 | 6,442 | 421,043 | 71,542 | 45,993 | 408,087 | 1,844 | 458 | |
| ... | ... | ... | ... | ... | ... | ... | ... | 108 | 1,974 | ... | 1,949 | 53 | 65 | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | 67 | 1,406 | ... | 1,342 | 71 | 2 | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | 555 | 16,080 | 78 | 511 | 15,824 | 286 | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | 82 | 1,519 | ... | 30 | 1,499 | ... | 29 | |
| ... | ... | ... | ... | ... | ... | ... | ... | 1,288 | 20,925 | ... | 20,660 | 336 | 3,083 | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | 770 | 11,070 | ... | 11,047 | 52 | ... | 1,974 | |
| ... | ... | ... | ... | ... | ... | ... | ... | 30 | 1,859 | 622 | 279 | 1,661 | 4 | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | 20 | 912 | 181 | 193 | 607 | ... | 27 | |
| ... | ... | ... | ... | ... | ... | ... | ... | 2,915 | 55,695 | 876 | 36,011 | 20,103 | 3,390 | 2,090 | |
| ... | ... | ... | ... | ... | ... | ... | ... | 7,455 | 409,122 | 69,241 | 68,389 | 374,149 | 4,634 | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | 1,902 | 67,616 | 3,177 | 13,615 | 54,041 | ... | 2,548 | |
| | | | | | | Total | ... | 9,357 | 476,738 | 72,418 | 82,004 | 428,190 | 4,634 | 2,548 | |

# GENERAL TABLE III (A).

## NUMBER OF SCHOLARS ON 31ST MARCH 1917 IN THE PUNJAB, CLASSIFIED ACCORDING TO SEX, RACE OR CREED.

| | | Europeans and Anglo-Indians. | Indian Christians. | Hindus. | | Sikhs. | Muhammadans. | Buddhists. | Parsis. | Others. | Total. | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Brahmans. | Non-Brahmans. | | | | | | | |
| 1 | | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| **University Education.** | | | | | | | | | | | | |
| *Arts Colleges.* | | | | | | | | | | | | |
| English | Male | 5 | 33 | 308 | 2,372 | 502 | 848 | ... | 1 | ... | 4,069 | |
| | Female | 1 | 13 | 3 | 2 | 1 | 1 | ... | 1 | ... | 22 | |
| Oriental | Male | ... | ... | 85 | 10 | 10 | 40 | ... | ... | ... | 145 | |
| | Female | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| *Colleges for Professional Training.* | | | | | | | | | | | | |
| Law | Male | ... | 1 | 13 | 223 | 18 | 40 | ... | ... | ... | 295 | |
| | Female | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Medicine | Male | ... | 1 | 20 | 141 | 48 | 22 | ... | ... | ... | 232 | |
| | Female | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Engineering | Male | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| | Female | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Teaching | Male | 13 | 13 | 27 | 93 | 41 | 84 | ... | ... | ... | 271 | |
| | Female | 38 | 1 | ... | ... | ... | ... | ... | ... | ... | 39 | |
| Agriculture | Male | ... | ... | 2 | 24 | 37 | 50 | ... | ... | ... | 113 | |
| | Female | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Veterinary | Male | ... | ... | ... | 35 | 45 | 124 | ... | ... | ... | 204 | |
| | Female | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Commercial | Male | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| | Female | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Forestry | Male | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| | Female | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Total | | 57 | 62 | 458 | 2,900 | 702 | 1,209 | ... | 2 | ... | 5,390 | |
| **School Education, General.** | | | | | | | | | | | | |
| *Secondary Schools.* | | | | | | | | | | | | |
| For Males— | | | | | | | | | | | | |
| High Schools | Male | 694 | 527 | 5,141 | 22,777 | 7,528 | 17,425 | ... | 20 | 19 | 54,131 | |
| | Female | 4 | ... | ... | ... | ... | ... | ... | ... | ... | 4 | |
| Middle Schools— | | | | | | | | | | | | |
| English | Male | 186 | 288 | 3,077 | 11,948 | 4,398 | 8,485 | ... | 3 | 22 | 28,407 | |
| | Female | 31 | 9 | ... | ... | ... | 1 | ... | ... | ... | 41 | |
| Vernacular | Male | ... | 419 | 3,281 | 10,333 | 3,690 | 10,966 | ... | ... | 18 | 28,707 | |
| | Female | ... | ... | ... | 2 | ... | 2 | ... | ... | ... | 4 | |
| For Females— | | | | | | | | | | | | |
| High Schools | Male | 120 | 6 | ... | 1 | 5 | 5 | ... | ... | ... | 137 | |
| | Female | 852 | 250 | 73 | 679 | 306 | 267 | ... | 17 | 1 | 2,445 | |
| Middle Schools — | | | | | | | | | | | | |
| English | Male | 148 | ... | ... | 2 | ... | 1 | ... | 8 | ... | 159 | |
| | Female | 538 | 167 | 31 | 142 | 24 | 129 | ... | 19 | ... | 1,050 | |
| Vernacular | Male | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| | Female | ... | 246 | 576 | 4,273 | 1,211 | 1,117 | ... | 1 | 2 | 7,426 | |
| Total | | 2,573 | 1,912 | 12,179 | 50,157 | 17,162 | 38,398 | ... | 68 | 62 | 122,511 | |
| *Primary Schools.* | | | | | | | | | | | | |
| For males | Male | 99 | 2,291 | 22,870 | 79,670 | 34,150 | 105,066 | 53 | 4 | 431 | 244,634 | |
| | Female | 83 | 2 | 47 | 480 | 88 | 485 | ... | ... | ... | 1,185 | |
| For females | Male | 18 | 40 | 5 | 9 | 21 | 69 | ... | ... | ... | 162 | |
| | Female | 20 | 967 | 3,455 | 18,119 | 7,024 | 12,262 | ... | 1 | 22 | 41,870 | |
| Total | | 220 | 3,300 | 26,377 | 98,278 | 41,283 | 117,882 | 53 | 5 | 453 | 287,851 | |

# GENERAL TABLE III (A)—CONCLUDED.

## NUMBER OF SCHOLARS ON 31ST MARCH 1917 IN THE PUNJAB, CLASSIFIED ACCORDING TO SEX, RACE OR CREED.

| — | | Europeans and Anglo-Indians. | Indian Christians. | Hindus. | | Sikhs. | Muhammadans. | Buddhists. | Parsis | Others. | Total. | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Brahmans. | Non-Brahmans. | | | | | | | |
| 1 | | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| **School Education, Special.** | | | | | | | | | | | | |
| Training Schools | Male | ... | 37 | 164 | 266 | 81 | 364 | ... | ... | ... | 912 | |
| | Female | ... | 56 | 21 | 58 | 28 | 61 | ... | | ... | 224 | |
| Schools of Art | Male | ... | 6 | 16 | 67 | 21 | 152 | ... | 1 | ... | 263 | |
| | Female | 2 | ... | ... | ... | ... | ... | ... | ... | ... | 2 | |
| Law Schools | Male | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| | Female | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Medical Schools | Male | ... | 2 | 52 | 113 | 86 | 122 | ... | ... | ... | 375 | |
| | Female | 11 | 89 | ... | 3 | 1 | 33 | ... | 1 | ... | 138 | |
| Engineering and Surveying Schools. | Male | ... | 1 | 11 | 37 | 19 | 31 | ... | ... | ... | 99 | |
| | Female | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Technical and Industrial Schools. | Male | ... | 80 | 112 | 677 | 247 | 1,467 | ... | ... | 2 | 2,585 | |
| | Female | ... | 406 | ... | ... | ... | ... | ... | ... | ... | 406 | |
| Commercial Schools | Male | ... | ... | 8 | 18 | 10 | ... | ... | ... | ... | 36 | |
| | Female | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Agricultural Schools | Male | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| | Female | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Reformatory Schools | Male | ... | 2 | 11 | 35 | 3 | 46 | ... | ... | 15 | 112 | |
| | Female | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Other Schools | Male | 2 | 14 | 6 | 37 | 18 | 26 | ... | 1 | ... | 94 | |
| | Female | 33 | 9 | ... | ... | ... | ... | ... | 3 | ... | 45 | |
| Total | | 48 | 702 | 401 | 1,311 | 504 | 2,302 | ... | 6 | 17 | 5,291 | |
| **Total of Colleges and Schools of Public Instruction.** | | 2,898 | 5,976 | 39,415 | 152,646 | 59,651 | 159,791 | 53 | 81 | 532 | 421,043 | |
| **PRIVATE INSTITUTIONS.** | | | | | | | | | | | | |
| **Advanced Teaching.** | | | | | | | | | | | | |
| (*a*) Arabic or Persian | Male | ... | ... | ... | 1 | ... | 1,908 | ... | ... | ... | 1,909 | |
| | Female | ... | ... | ... | ... | ... | 65 | ... | ... | ... | 65 | |
| (*b*) Sanskrit | Male | ... | ... | 1,033 | 348 | 18 | ... | ... | ... | 5 | 1,404 | |
| | Female | ... | ... | 2 | ... | ... | ... | ... | ... | ... | 2 | |
| (*c*) Any other Oriental Classic. | Male | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| | Female | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| **Elementary Teaching.** | | | | | | | | | | | | |
| (*a*) *A vernacular only or mainly*— | | | | | | | | | | | | |
| For males | Male | ... | 304 | 1,577 | 8,726 | 2,542 | 2,533 | ... | ... | 112 | 15,794 | |
| | Female | ... | 4 | ... | 78 | 63 | 91 | ... | ... | ... | 236 | |
| For females | Male | ... | ... | 6 | 14 | 62 | 7 | ... | ... | ... | 89 | |
| | Female | ... | 105 | 121 | 648 | 353 | 201 | ... | ... | 2 | 1,430 | |
| (*b*) *The Koran only*— | | | | | | | | | | | | |
| For males | Male | ... | ... | 43 | 113 | 5 | 17,687 | ... | ... | 14 | 17,842 | |
| | Female | ... | ... | ... | ... | ... | 3,083 | ... | ... | ... | 3,083 | |
| For females | Male | ... | ... | ... | ... | ... | 1,974 | ... | ... | ... | 1,974 | |
| | Female | ... | ... | 3 | 11 | ... | 9,077 | ... | ... | 5 | 9,096 | |
| **Other Schools not conforming to Departmental Standards**— | | | | | | | | | | | | |
| For males | Male | ... | ... | 310 | 931 | 287 | 327 | ... | ... | ... | 1,855 | |
| | Female | ... | ... | ... | 4 | ... | ... | ... | ... | ... | 4 | |
| For females | Male | 21 | 4 | 1 | 1 | ... | ... | ... | ... | ... | 27 | |
| | Female | 39 | 52 | 96 | 450 | 48 | 197 | 3 | ... | ... | 885 | |
| **Total of Private Institutions** | | 60 | 469 | 3,192 | 11,325 | 3,378 | 37,180 | 3 | ... | 138 | 55,695 | |
| **GRAND TOTAL OF ALL INSTITUTIONS** | | 2,958 | 6,445 | 42,607 | 163,971 | 63,029 | 196,921 | 56 | 81 | 670 | 476,738 | |

# GENERAL

## NUMBER OF EUROPEAN COLLEGES, SCHOOLS AND SCHOLARS IN THE

| CLASS OF INSTITUTION. | PUBLIC INSTITUTIONS. | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | MANAGED BY GOVERNMENT. | | | | UNDER PRIVATE MANAGEMENT. | | | | | | | |
| | | | | | *Aided by Government.* | | | | *Unaided.* | | | |
| | Number of institutions. | Number of scholars on the rolls on 31st March. | Average number on the rolls monthly during the year. | Average daily attendance. | Number of institutions. | Number of scholars on the rolls on 31st March. | Average number on the rolls monthly during the year. | Average daily attendance. | Number of institutions. | Number of scholars on the rolls on 31st March. | Average number on the rolls monthly during the year. | Average daily attendance. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| UNIVERSITY EDUCATION. | | | | | | | | | | | | |
| *Arts Colleges.* | | | | | | | | | | | | |
| English ... for males ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| English ... for females ... | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| *Colleges for Professional Training.* | | | | | | | | | | | | |
| Teaching ... for males ... | 1 | 13 | 11 | 12 | ... | ... | ... | ... | ... | ... | ... | ... |
| Teaching ... for females ... | ... | ... | ... | ... | 1 | 38 | 38 | 37 | ... | ... | ... | ... |
| Total ... | 1 | 13 | 11 | 12 | 1 | 38 | 38 | 37 | ... | ... | ... | ... |
| SCHOOL EDUCATION, GENERAL. | | | | | | | | | | | | |
| *Secondary Schools.* | | | | | | | | | | | | |
| High Schools for males ... | 2 | 463 | 389 | 410 | 3 | 260 | 271 | 233 | ... | ... | ... | ... |
| Middle Schools—English—for males | ... | ... | ... | ... | 4 | 223 | 252 | 211 | ... | ... | ... | ... |
| High Schools for females ... | 2 | 381 | 373 | 316 | 7 | 610 | 708 | 591 | ... | ... | ... | ... |
| Middle Schools—English—for females ... | ... | ... | ... | ... | 9 | 724 | 722 | 658 | ... | ... | ... | ... |
| Total ... | 4 | 844 | 762 | 726 | 23 | 1,817 | 1,953 | 1,693 | ... | ... | ... | ... |
| *Primary Schools.* | | | | | | | | | | | | |
| For males ... ... ... | ... | ... | ... | ... | 5 | 191 | 148 | 123 | ... | ... | ... | ... |
| For females ... ... ... | ... | ... | .. | ... | 2 | 38 | 57 | 47 | ... | ... | ... | ... |
| Total ... | ... | ... | ... | ... | 7 | 229 | 205 | 170 | | ... | ... | ... |
| SCHOOL EDUCATION, SPECIAL. | | | | | | | | | | | | |
| Training Schools ... for males ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Training Schools ... for females ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Schools of Art ... for males ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Schools of Art ... for females ... | ... | ... | ... | ... | .. | ... | ... | ... | ... | ... | ... | ... |
| Engineering and Surveying Schools. for males ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Engineering and Surveying Schools. for females ... | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Technical and Industrial Schools for males ... | ... | ... | ... | ... | ... | ... | ... | .. | ... | ... | ... | ... |
| Technical and Industrial Schools for females ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Commercial Schools ... for males ... | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Commercial Schools ... for females ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Other Schools ... for males ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Other Schools ... for females ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Total ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION. | 5 | 857 | 773 | 738 | 31 | 2,084 | 2,196 | 1,900 | ... | ... | ... | ... |
| PRIVATE INSTITUTIONS. | | | | | | | | | | | | |
| Other Schools not conforming to Departmental Standards— | | | | | | | | | | | | |
| For males ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| For females ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | . | ... | ... |
| TOTAL OF PRIVATE INSTITUTIONS ... | ... | ... | ... | ... | ... | ... | ... | .. | ... | ... | ... | .. |
| GRAND TOTAL OF ALL INSTITUTIONS. | 5 | 857 | 773 | 738 | 31 | 2,084 | 2,196 | 1,900 | ... | ... | ... | ... |

TABLE III (B)

PUNJAB FOR THE OFFICIAL YEAR 1916-17.

| Grand Total of Institutions. | Grand Total of Scholars on 31st March. | Number of Scholars on the 31st March learning | | | Number of girls in boys' schools. | Number of boys in girls' schools. | Classification of Scholars on the 31st March according to race or creed. | | | | | | | | | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | English. | A classical language. | A vernacular language. | | | Europeans and Anglo-Indians. | Indian Christians. | *Hindus.* Brahmans. | *Hindus.* Non-Brahmans. | Sikhs | Muhammadans. | Buddhists. | Parsis. | Others. | |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 1 | 13 | 13 | ... | ... | ... | ... | 13 | ... | ... | ... | ... | ... | ... | ... | ... | |
| 1 | 38 | 38 | 29 | 9 | ... | ... | 38 | ... | ... | ... | ... | ... | ... | ... | ... | |
| 2 | 51 | 51 | 29 | 9 | ... | ... | 51 | ... | ... | ... | ... | ... | ... | ... | ... | |
| 5 | 723 | 723 | ... | 654 | 4 | .. | 695 | 1 | ... | 8 | ... | 6 | ... | 7 | 6 | |
| 4 | 223 | 151 | 23 | 81 | 32 | ... | 217 | 6 | ... | ... | ... | ... | ... | ... | ... | |
| 9 | 991 | 991 | 174 | 33 | ... | 127 | 971 | 15 | ... | 1 | ... | ... | ... | 4 | ... | |
| 9 | 724 | 724 | 71 | 65 | ... | 159 | 686 | ... | 2 | 6 | 2 | 1 | ... | 27 | ... | |
| 27 | 2,661 | 2,589 | 268 | 833 | 36 | 286 | 2,569 | 22 | 2 | 15 | 2 | 7 | ... | 38 | 6 | |
| 5 | 191 | 191 | ... | 40 | 84 | ... | 182 | 1 | ... | 3 | ... | ... | ... | 3 | 2 | |
| 2 | 38 | 38 | ... | ... | ... | 18 | 38 | ... | ... | ... | ... | | ... | ... | ... | |
| 7 | 229 | 229 | ... | 40 | 84 | 18 | 220 | 1 | ... | 3 | ... | ... | ... | 3 | 2 | |
| .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | .. | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | .. | | ... | | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| | ... | ... | ... | | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | | ... | | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| .. | ... | ... | ... | ... | ... | ... | | ... | ... | ... | | .. | ... | ... | ... | |
| ... | ... | ... | ... | ... | .. | ... | ... | ... | ... | ... | .. | ... | ... | ... | ... | |
| ... | ... | | ... | ... | ... | | ... | ... | ... | ... | ... | ... | ... | | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | .. | ... | ... | ... | ... | .. | ... | ... | ... | ... | ... | ... | ... | |
| 36 | 2,941 | 2,869 | 297 | 882 | 120 | 304 | 2,840 | 23 | 2 | 18 | 2 | 7 | ... | 41 | 8 | |
| ... | ... | ... | ... | ... | ... | .. | | ... | ... | ... | ... | ... | ... | | ... | |
| 2 | 60 | 60 | 1 | ... | ... | 21 | 60 | ... | .. | ... | ... | ... | ... | ... | ... | |
| 2 | 60 | 60 | 1 | ... | | 21 | 60 | ... | ... | .. | ... | ... | .. | ... | | |
| 38 | 3,001 | 2,929 | 298 | 882 | 120 | 325 | 2,900 | 23 | 2 | 18 | 2 | 7 | ... | 41 | 8 | |

# GENERAL

## EXPENDITURE ON PUBLIC INSTRUCTION IN THE

| OBJECTS OF EXPENDITURE. | PUBLIC | | | | |
|---|---|---|---|---|---|
| | UNDER PUBLIC | | | | |
| | *Managed by* | | | | |
| | Provincial Revenues. | Local Funds. | Municipal Funds. | Fees. | Endowments. |
| 1 | 2 | 3 | 4 | 5 | 6 |
| UNIVERSITY EDUCATION. | Rs. | Rs. | Rs. | Rs. | Rs. |
| *Arts Colleges.* | | | | | |
| English ... ... ... for males ... | 97,572 | ... | ... | 67,716 | ... |
| for females ... | ... | | | | |
| Oriental ... ... ... for males ... | | ... | ... | ... | ... |
| for females ... | ... | ... | ... | ... | ... |
| *Colleges for Professional Training.* | | | | | |
| Law ... ... for males ... | ... | ... | ... | ... | ... |
| for females ... | ... | ... | | ... | ... |
| Medicine ... ... for males ... | 1,10,712 | ... | ... | 17,480 | |
| for females ... | ... | ... | ... | ... | ... |
| Engineering ... ... for males ... | ... | ... | ... | | |
| for females ... | ... | ... | ... | ... | ... |
| Teaching ... ... for males ... | 1,05,240 | 3,326 | 365 | ... | 6,861 |
| for females ... | ... | | ... | ... | ... |
| Agriculture ... ... for males ... | 60,588 | ... | | 7,839 | ... |
| for females ... | ... | ... | ... | ... | ... |
| Veterinary ... ... for males ... | 98,100 | ... | ... | 11,821 | ... |
| for females ... | ... | ... | ... | ... | ... |
| Commercial ... ... for males ... | ... | ... | ... | ... | ... |
| for females ... | ... | ... | ... | ... | ... |
| Forestry ... ... for males ... | ... | ... | ... | ... | ... |
| for females ... | ... | ... | ... | ... | ... |
| Total ... | 4,72,212 | 3,326 | 365 | 1,04,856 | 6,861 |
| SCHOOL EDUCATION, GENERAL. | | | | | |
| *Secondary Schools.* | | | | | |
| High Schools for males ... ... | 3,31,043 | 75 | 100 | 3,33,810 | 4,572 |
| Middle Schools for males ... English ... | ... | ... | ... | ... | ... |
| Vernacular ... | ... | ... | ... | ... | ... |
| High Schools for females ... ... | 68,166 | ... | ... | 15,308 | 1,695 |
| Middle Schools for females ... English ... | ... | ... | ... | ... | ... |
| Vernacular ... | ... | ... | ... | ... | ... |
| Total ... | 3,99,209 | 75 | 100 | 3,48,618 | 6,267 |
| *Primary Schools.* | | | | | |
| For males ... ... ... ... | 12,436 | ... | ... | 6,665 | 44 |
| For females ... ... ... ... | ... | | ... | | |
| Total ... | 12,436 | ... | ... | 6,665 | 44 |
| SCHOOL EDUCATION, SPECIAL. | | | | | |
| Training Schools ... ... for males ... | 1,27,569 | ... | ... | | ... |
| for females ... | 18,084 | ... | ... | ... | ... |
| Schools of Art ... ... for males ... | 41,723 | ... | ... | 1,008 | ... |
| for females ... | ... | ... | ... | ... | ... |
| Law Schools ... ... for males ... | | ... | ... | ... | |
| for females ... | ... | ... | ... | ... | ... |
| Medical Schools ... for males ... | 15,976 | ... | ... | 4,820 | |
| for females ... | ... | ... | ... | ... | ... |
| Engineering and Surveying Schools for males ... | 30,647 | ... | ... | 6,150 | ... |
| for females ... | ... | ... | ... | ... | ... |
| Technical and Industrial Schools ... for males ... | 16,823 | ... | ... | 647 | ... |
| for females ... | ... | ... | ... | ... | ... |
| Commercial Schools ... ... for males ... | 2,320 | ... | ... | 1,866 | ... |
| for females ... | ... | ... | ... | ... | ... |
| Agricultural Schools ... for males ... | ... | ... | ... | ... | ... |
| for females ... | ... | ... | ... | ... | ... |
| Reformatory Schools ... ... for males ... | 26,996 | ... | ... | ... | ... |
| for females ... | ... | ... | ... | ... | ... |
| Other Schools ... ... for males ... | 1,262 | ... | ... | 47 | ... |
| for females ... | ... | ... | ... | ... | ... |
| Total ... | 2,81,400 | ... | ... | 14,038 | ... |
| TOTAL DIRECT EXPENDITURE ... | 11,65,257 | 3,401 | 465 | 4,74,177 | 13,172 |
| *Buildings, furniture and apparatus* ... ... | 2,97,192 | ... | ... | 11,231 | 7,824 |
| University ... ... ... ... | ... | | ... | ... | ... |
| Direction ... ... ... ... | ... | ... | ... | ... | ... |
| Inspection ... ... ... ... | ... | ... | ... | ... | ... |
| Scholarships held in— | | | | | |
| Arts Colleges ... ... ... ... | ... | ... | ... | | ... |
| Medical Colleges ... ... ... | ... | ... | ... | ... | ... |
| Other Professional Colleges ... ... | ... | ... | ... | ... | ... |
| Secondary Schools ... ... | | ... | ... | ... | |
| Primary Schools ... ... ... | ... | ... | ... | ... | ... |
| Medical Schools ... ... | .. | ... | ... | ... | ... |
| Technical and Industrial Schools ... ... | ... | ... | ... | ... | ... |
| Other Special Schools ... ... ... | ... | ... | ... | ... | ... |
| Miscellaneous ... ... ... ... | ... | ... | | ... | ... |
| TOTAL INDIRECT EXPENDITURE ... | 2,97,192 | ... | ... | 11,231 | 7,824 |
| TOTAL EXPENDITURE ON PUBLIC INSTRUCTION. | 14,62,449 | 3,401 | 465 | 4,85,408 | 20,996 |

# TABLE IV.

## PUNJAB FOR THE OFFICIAL YEAR 1916-17.

| INSTITUTIONS. | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| MANAGEMENT. | | | | | | | | |
| *Government.* | | *Managed by Local Funds and Municipal Boards.* | | | | | | |
| Subscriptions and other sources. | Total. | Provincial Revenues. | Local Funds. | Municipal Funds. | Fees. | Endowments. | Subscriptions and other sources. | Total. |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. |
| ... | 1,65,288 | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | 1,28,192 | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| 3,410 | 1,19,202 | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | 68,427 | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | 1,09,921 | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| 3,410 | 5,91,080 | ... | ... | ... | ... | ... | ... | ... |
| 280 | 6,69,380 | ... | 32,189 | 18,193 | 99,675 | 106 | 52 | 1,50,215 |
| ... | ... | ... | 50,391 | 52,153 | 2,01,136 | 2,943 | 6,418 | 3,12,951 |
| ... | ... | ... | 2,48,660 | 22,589 | 64,983 | 227 | 838 | 3,37,357 |
| ... | 85,166 | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | 12,903 | 35,192 | 1 | 1 | ... | 48,097 |
| 280 | 7,54,549 | ... | 3,44,053 | 1,28,127 | 3,65,795 | 3,277 | 7,368 | 8,48,620 |
| ... | 19,145 | ... | 10,57,587 | 82,991 | 1,06,124 | 1,237 | 1,246 | 12,49,185 |
| ... | ... | ... | 1,38,752 | 83,894 | 9 | 141 | 537 | 2,23,333 |
| ... | 19,145 | ... | 11,96,339 | 1,66,885 | 1,06,133 | 1,378 | 1,783 | 14,72,518 |
| ... | 1,27,569 | ... | 2,963 | ... | ... | ... | ... | 2,963 |
| ... | 18,084 | 2,557 | 171 | 4,157 | ... | ... | ... | 6,885 |
| ... | 42,731 | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | 20,296 | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | 36,797 | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| 569 | 18,039 | ... | 34,582 | 21,344 | 2,275 | 148 | 162 | 58,511 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | 4,186 | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | 25,996 | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| 30 | 1,339 | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| 599 | 2,96,037 | 2,557 | 37,716 | 25,501 | 2,275 | 148 | 162 | 68,359 |
| 4,289 | 16,60,761 | 2,557 | 15,78,108 | 3,20,513 | 4,74,203 | 4,803 | 9,313 | 23,89,497 |
| 520 | 3,16,767 | ... | 5,23,741 | 86,459 | ... | 58 | 69,183 | 6,79,441 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| 520 | 3,16,767 | ... | 5,23,741 | 86,459 | ... | 58 | 69,183 | 6,79,441 |
| 4,809 | 19,77,528 | 2,557 | 21,01,849 | 4,06,972 | 4,74,203 | 4,861 | 78,496 | 30,68,938 |

# GENERAL

## EXPENDITURE ON PUBLIC INSTRUCTION IN THE

| OBJECTS OF EXPENDITURE. | PUBLIC INSTITUTIONS | | | | | | | UNDER PRIVATE | Un |
|---|---|---|---|---|---|---|---|---|---|
| | *Aided by Government or by Local or Municipal Boards.* | | | | | | | | |
| | Provincial Revenues. | Local Funds. | Municipal Funds. | Fees. | Endowments. | Subscriptions and other sources. | Total. | Fees. | Endowments. |
| 1 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. |
| UNIVERSITY EDUCATION. | | | | | | | | | |
| *Arts Colleges.* | | | | | | | | | |
| English ... for males ... | 95,783 | 300 | 967 | 1,48,215 | 27,107 | 47,157 | 3,19,529 | 95,248 | 1,279 |
| English ... for females ... | 8,704 | ... | ... | 1,138 | 400 | 2,125 | 7,367 | ... | ... |
| Oriental ... ... for males ... | 80,459 | ... | ... | 376 | ... | 2,437 | 33,272 | ... | ... |
| Oriental ... ... for females ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| *Colleges for Professional Training.* | | | | | | | | | |
| Law ... for males ... | ... | ... | ... | ... | ... | ... | ... | 21,090 | ... |
| Law ... for females ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Medicine ... for males ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Medicine ... for females ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Engineering ... for males ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Engineering ... for females ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Teaching ... for males ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Teaching ... for females ... | 10,140 | ... | ... | 5,324 | ... | ... | 15,464 | ... | ... |
| Agriculture ... for males ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Agriculture ... for females ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Veterinary ... for males ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Veterinary ... for females ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Commercial for males ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Commercial for females ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Forestry ... for males ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Forestry ... for females ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Total ... | 1,40,086 | 300 | 967 | 1,55,053 | 27,507 | 51,719 | 3,75,632 | 1,16,338 | 1,279 |
| SCHOOL EDUCATION, GENERAL. | | | | | | | | | |
| *Secondary Schools.* | | | | | | | | | |
| High Schools for males ... | 2,76,382 | 11,317 | 66,664 | 5,21,315 | 1,06,404 | 85,239 | 10,67,351 | 1,05,680 | 11,509 |
| Middle Schools for males English ... | 47,062 | 13,156 | 9,131 | 97,097 | 39,073 | 25,335 | 2,30,854 | 40,713 | 3,516 |
| Middle Schools for males Vernacular ... | 1,872 | 2,724 | ... | 1,369 | 2,197 | 803 | 8,970 | ... | ... |
| High Schools for females ... | 62,184 | ... | 6,211 | 35,004 | 11,794 | 13,454 | 1,28,647 | ... | 6,459 |
| Middle Schools for females. English ... | 35,714 | 290 | 3,217 | 10,298 | 12,435 | 13,406 | 75,360 | ... | ... |
| Middle Schools for females. Vernacular ... | 529 | 3,214 | 21,911 | 124 | 15,593 | 14,259 | 55,670 | ... | ... |
| Total ... | 4,23,743 | 30,701 | 1,07,134 | 6,65,207 | 1,87,496 | 1,52,671 | 15,66,852 | 1,46,393 | 21,484 |
| *Primary Schools.* | | | | | | | | | |
| For males ... ... | 12,235 | 1,44,938 | 86,298 | 24,719 | 24,557 | 43 854 | 2,86.601 | 5,473 | 10,794 |
| For females ... ... | 10,544 | 35,924 | 33,234 | 3,903 | 36,407 | 30,663 | 1,50,695 | ... | 4,539 |
| Total ... | 22,779 | 1,80,862 | 69,552 | 28,622 | 60,964 | 74,517 | 4,37,296 | 5,473 | 15,333 |
| SCHOOL EDUCATION, SPECIAL. | | | | | | | | | |
| Training Schools for males ... | 5,300 | ... | ... | ... | 2,896 | 705 | 8,901 | 482 | ... |
| Training Schools for females ... | 4,886 | ... | ... | 342 | 1,298 | 5,375 | 11,901 | ... | ... |
| Schools of Art for males ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Schools of Art for females ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Law Schools for males ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Law Schools for females ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Medical Schools for males ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Medical Schools for females ... | 18,000 | ... | ... | 4,276 | 11,855 | 8,105 | 42,236 | ... | ... |
| Engineering and Surveying Schools for males ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Engineering and Surveying Schools for females ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Technical and Industrial Schools. for males ... | 5,412 | 636 | 2, | 1,434 | 1,133 | 6,117 | 17,001 | ... | 823 |
| Technical and Industrial Schools. for females ... | ... | 3,311 | ... | 157 | 7,260 | 4,247 | 14,975 | ... | ... |
| Commercial Schools. for males ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Commercial Schools. for females ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Agricultural Schools. for males ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Agricultural Schools. for females ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Reformatory Schools for males ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Reformatory Schools for females ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Other Schools for males ... | 9,281 | ... | ... | 1,984 | ... | 2,009 | 13,274 | ... | ... |
| Other Schools for females ... | 3,702 | ... | ... | 1,381 | ... | ... | 5,083 | ... | ... |
| Total ... | 46,581 | 3,947 | 2,269 | 9,574 | 24,442 | 26,558 | 1,13,371 | 482 | 823 |
| TOTAL DIRECT EXPENDITURE ... | 6,33,189 | 2,15,810 | 1,79,922 | 8,58,456 | 3,00,409 | 3,05,365 | 24,93,151 | 2,68,686 | 38,919 |
| *Buildings, furniture and apparatus...* | 77,085 | ... | 538 | 1,554 | 1,52,805 | 1,91,072 | 4,23,054 | 1,598 | 90,346 |
| University ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Direction ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Inspection ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Scholarships held in— | | | | | | | | | |
| Arts Colleges ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Medical Colleges ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Other Professional Colleges | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Secondary Schools ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Primary Schools ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Medical Schools ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Technical and Industrial Schools | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Other Special Schools ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Miscellaneous ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Boarding Houses ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| TOTAL INDIRECT EXPENDITURE ... | 77,085 | ... | 538 | 1,554 | 1,52,805 | 1,91,072 | 4,23,054 | 1,598 | 90,346 |
| TOTAL EXPENDITURE ON PUBLIC INSTRUCTION. | 7,10,274 | 2,15,810 | 1,80,460 | 8,60,010 | 4,53,214 | 4,96,437 | 29,16,205 | 2,70,284 | 1,29,265 |

# TABLE IV—CONCLUDED.

## PUNJAB FOR THE OFFICIAL YEAR 1916-17—CONCLUDED.

| — CONCLD. | | TOTAL EXPENDITURE FROM | | | | | | | REMARKS. |
|---|---|---|---|---|---|---|---|---|---|
| MANAGEMENT. | | | | | | | | | |
| *aided.* | | | | | | | | | |
| Subscriptions and other sources. | Total. | Provincial Revenues. | Local Funds. | Municipal Funds. | Fees. | Endowments. | Subscriptions and other sources. | Grand Total. | |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 |
| Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs | |
| 31,253 | 1,27,780 | 1,93,355 | 300 | 967 | 3,11,179 | 28,386 | 78,410 | 6,12,597 | |
| ... | ... | 3,704 | ... | ... | 1,138 | 400 | 2,125 | 7,367 | |
| ... | ... | 30,459 | ... | ... | 376 | ... | 2,437 | 33,272 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | 21,090 | ... | ... | ... | 21,090 | ... | ... | 21,090 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | 1,10,712 | ... | ... | 17,480 | ... | ... | 1,28,192 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | 1,05,240 | 3,326 | 365 | ... | 6,861 | 3,410 | 1,19,202 | |
| ... | ... | 10,140 | ... | ... | 5,324 | ... | ... | 15,464 | |
| ... | ... | 60,588 | ... | ... | 7,839 | ... | ... | 68,427 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | 98,100 | ... | ... | 11,821 | ... | ... | 1,09,921 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 31,253 | 1,48,870 | 6,12,298 | 3,626 | 1,332 | 3,76,247 | 35,647 | 86,332 | 11,15,532 | |
| 24,404 | 1,41,593 | 6,07,425 | 43,581 | 84,957 | 10,59,980 | 1,22,591 | 1,10,905 | 20,28,539 | |
| 17,378 | 61,607 | 47,062 | 63,457 | 61,284 | 3,38,946 | 45,532 | 49,131 | 6,05,412 | |
| ... | ... | 1,872 | 2,51,884 | 22,589 | 66,352 | 2,424 | 1,706 | 3,46,327 | |
| ... | 6,459 | 1,30,350 | ... | 6,211 | 50,312 | 19,948 | 13,454 | 2,20,275 | |
| ... | ... | 35,714 | 200 | 3,217 | 10,298 | 12,435 | 13,406 | 75,360 | |
| ... | ... | 529 | 16,117 | 57,103 | 125 | 15,594 | 14,299 | 1,03,767 | |
| 41,782 | 2,09,659 | 8,22,952 | 3,74,829 | 2,35,361 | 15,26,013 | 2,18,524 | 2,02,001 | 33,79,680 | |
| 11,495 | 27,752 | 24,671 | 12,07,550 | 1,19,289 | 1,42,956 | 33,632 | 56,585 | 15,82,683 | |
| 3,319 | 7,858 | 10,544 | 1,74,676 | 1,17,148 | 3,912 | 41,087 | 34,519 | 3,81,886 | |
| 14,804 | 35,610 | 35,215 | 13,77,226 | 2,36,437 | 1,46,868 | 77,719 | 91,104 | 19,64,569 | |
| 1,362 | 1,844 | 1,32,369 | 2,963 | ... | 482 | 2,896 | 2,067 | 1,41,277 | |
| ... | ... | 25,527 | 171 | 4,157 | 343 | 1,298 | 5,375 | 36,870 | |
| ... | ... | 41,723 | ... | ... | 1,008 | ... | ... | 42,731 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 2,860 | 2,860 | 15,976 | ... | ... | 4,320 | ... | 2,860 | 23,156 | |
| ... | ... | 18,000 | ... | ... | 4,276 | 11,855 | 8,105 | 42,236 | |
| ... | ... | 30,647 | ... | ... | 6,150 | ... | ... | 36,797 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | 823 | 22,235 | 35,218 | 23,613 | 4,356 | 2,104 | 6,348 | 94,374 | |
| ... | ... | ... | 3,311 | ... | 157 | 7,260 | 4,247 | 14,975 | |
| ... | ... | 2,320 | ... | ... | 1,866 | ... | ... | 4,186 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | 26,996 | ... | ... | ... | ... | ... | 26,996 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | 10,543 | ... | ... | 2,031 | ... | 4,039 | 14,613 | |
| ... | ... | 3,702 | ... | ... | 1,381 | ... | ... | 5,083 | |
| 4,222 | 5,527 | 3,30,538 | 41,663 | 27,770 | 26,369 | 25,413 | 31,541 | 4,83,294 | |
| 92,061 | 3,99,666 | 18,01,003 | 17,97,344 | 5,00,900 | 20,75,497 | 3,57,303 | 4,11,028 | 69,43,075 | |
| 1,95,252 | 2,87,196 | 3,74,277 | 5,23,741 | 86,997 | 14,383 | 2,51,033 | 4 56,027 | 17,06,458 | |
| ... | ... | 54,020 | ... | ... | 2,00,064 | ... | 24,197 | 2,78,281 | |
| ... | ... | 77,343 | ... | ... | ... | ... | ... | 77,343 | |
| ... | ... | 3,49,862 | 56,579 | 6,042 | ... | ... | 8 | 4,12,491 | |
| ... | ... | 20,229 | 2,647 | 2,651 | 16,939 | 10,365 | 2,678 | 56,009 | |
| ... | ... | 4,342 | ... | 350 | ... | 1,312 | ... | 6,004 | |
| ... | ... | 4,872 | 1,970 | 1,008 | ... | 3,226 | 13,000 | 24,076 | |
| ... | ... | 73,204 | 83,575 | 18,413 | ... | 3,377 | 3,099 | 1,81,663 | |
| ... | ... | 23,159 | 1,353 | 398 | ... | 37 | 122 | 25,075 | |
| ... | ... | 10,842 | 572 | 13 | ... | 22,750 | ... | 34,177 | |
| ... | ... | 5,061 | 6,554 | 2,277 | ... | 666 | 1,023 | 15,581 | |
| ... | ... | ... | 564 | ... | ... | ... | ... | 564 | |
| ... | ... | 1,72,341 | 31,762 | 16,227 | 40,217 | 30,098 | 38,456 | 3,29,101 | |
| ... | ... | 1,38,581 | 33,593 | 7,628 | 3,88,492 | 75,121 | 1,29,942 | 7,73,417 | |
| 1,95,252 | 2,87,196 | 13,08,133 | 7,42,916 | 1,42,064 | 6,60,095 | 3,98,485 | 6,68,552 | 39,20,245 | |
| 2,87,313 | 3,86,862 | (a) 31,09,136 | (b) 25,40,260 | (c) 6,42,964 | 27,35,592 | 7,55,788 | 10,79,580 | 1,08,68,320 | |

*Includes Rs. 25 from Local Fund.

(a) Includes the following items from Imperial Revenues :—

1. Rs. 39,979 for the Veterinary College, Lahore.
2. Rs. 48,014 for the Aitchison College, Lahore.
3. Rs. 1,19,566 for the Lawrence Military Asylum, Sanawar. It includes the Imperial grant of Rs. 40,000 paid through the Punjab Education Department.
4. Rs. 12,440 for the appointment of additional Assistant District Inspectors of Schools.
5. Rs. 5,880 for Female Inspecting staff
6. Rs. 11,472 for revision of the pay of the Superintendents, Boarding Houses.
7. Rs 5,000 for the Queen Mary's College, Lahore.
8. Rs. 15,500 for the Normal School, Karnal.
9. Rs 38,000 for salary grants to European Schools.
10. Rs. 33,990 for the salaries of the officers of the Indian Educational Service attached to the Khalsa College, Amritsar.
11. Rs. 19,258 for the Victoria Girls' School, Lahore.
12. Rs. 60,000 for the maintenance of Aided Secondary Schools from the Imperial recurring grant of Rs. 60,000.
13. Rs. 10,000 for the Government Training Class at Sanawar from the Imperial recurring grant of Rs. 10,000.
14. Rs. 30,000 from Imperial Grant of Rs. 30,000 for the improvement of the Islamia College, Lahore.
15. Rs. 22,515 from Imperial Revenues for the Lawrence School, Ghora Gali.
16. Rs. 52,670 from Imperial Revenues for the Punjab University.

†Out of the Imperial recurring Darbar grant of Rs. 3,65,000

‡Out of the Imperial recurring grant of Rs. 3,38,000.

(b) Includes the following items :—

1. Rs. 4,500 from Provincial Revenues for building and furniture grants.
2. Rs. 9,174 from Provincial Revenues for Local Training Classes.
3. Rs. 3,00,000 from the Rs. 3,00,000 Imperial grant for the extension of Primary education.
4. Rs. 3,23,780 from Provincial Revenues for the extension of Primary education.
5. Rs. 2,45,076 from the Imperial recurring Darbar grant of Rs. 3,65,000 for the extension of Primary education.
6. Rs. 60,419 from the Imperial recurring grant of Rs. 75,000 for the extension of Primary education.
7. Rs. 2,82,802 from the Imperial recurring grant of Rs. 3,38,000 for the extension of Vernacular education.
8. Rs. 2,800 from Provincial Revenues for the maintenance of District Board Schools.

(c) Includes the following items :—

1. Rs. 2,500 from Provincial Revenues for the erection of School buildings.
2. Rs. 1,31,507 from Provincial Revenues for the extension of Primary education.
3. Rs. 31,632 from the Imperial recurring Darbar grant of Rs. 3,65,000 for the extension of Primary education.
4. Rs. 14,581 from the Imperial recurring grant of Rs. 75,000 for the extension of Primary education.
5. Rs. 1,950 from the Imperial recurring grant of Rs. 3,38,000 for the extension of Vernacular education.
6. Rs. 8,000 from Provincial Revenues for the maintenance of Secondary Municipal Board Schools.

# GENERAL

## EXPENDITURE ON PUBLIC INSTRUCTION FOR EUROPEANS

| OBJECTS OF EXPENDITURE. | PUBLIC | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | UNDER PUBLIC MANAGEMENT. | | | | | UNDER PRIVATE | | | | |
| | *Managed by Government.* | | | | | *Aided by Govern* | | | | |
| | Provincial Revenues. | Fees. | Endowments. | Subscription and other sources. | Total. | Provincial Revenues. | District Funds | Municipal Funds. | Fees. | Endowments. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| UNIVERSITY EDUCATION. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. |
| *Arts Colleges.* | | | | | | | | | | |
| English ... ... for males ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| for females ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| *Colleges for Professional Training.* | | | | | | | | | | |
| Teaching ... ... for males ... | 11,213 | ... | 6,861 | ... | 18,074 | ... | ... | ... | ... | ... |
| for females ... | ... | ... | ... | ... | ... | 10,140 | ... | ... | 5,324 | ... |
| Total ... | 11,213 | ... | 6,861 | ... | 18,074 | 10,140 | ... | ... | 5,324 | ... |
| SCHOOL EDUCATION, GENERAL. | | | | | | | | | | |
| *Secondary Schools.* | | | | | | | | | | |
| High Schools for males ... | 42,598 | 19,214 | 3,390 | ... | 65,202 | 36,616 | ... | ... | 23,360 | 3,247 |
| Middle Schools—English—for males ... | ... | ... | ... | ... | ... | 18,820 | ... | ... | 4,930 | ... |
| High Schools for females ... | 33,687 | 10,514 | 1,695 | ... | 45,896 | 49,169 | ... | ... | 29,054 | ... |
| Middle Schools—English—for females ... | ... | ... | ... | ... | ... | 34,488 | ... | ... | 8,388 | ... |
| Total ... | 76,285 | 29,728 | 5,085 | ... | 1,11,098 | 1,39,093 | ... | ... | 65,732 | 3,247 |
| *Primary Schools.* | | | | | | | | | | |
| For males ... ... ... ... | ... | ... | ... | ... | ... | 9,230 | ... | ... | 2,790 | ... |
| For females ... ... ... | ... | ... | ... | ... | ... | 3,987 | ... | ... | 2,110 | ... |
| Total ... | ... | ... | ... | ... | ... | 13,217 | ... | ... | 4,900 | ... |
| SCHOOL EDUCATION, SPECIAL. | | | | | | | | | | |
| Training Schools ... for males ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| for females ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Engineering and Surveying Schools for males ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| for females ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Technical and Industrial Schools for males ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| for females ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Commercial Schools ... for males ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| for females ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Other Schools ... ... for males ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| for females ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Total ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| TOTAL DIRECT EXPENDITURE ... | 87,498 | 29,728 | 11,946 | ... | 1,29,172 | 1,62,450 | ... | ... | 75,956 | 3,247 |
| *Buildings, furniture and apparatus* ... | 1,08,867 | ... | ... | ... | 1,08,867 | 13,573 | ... | ... | 1,554 | ... |
| Inspection ... ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Scholarships held in— | | | | | | | | | | |
| Arts Colleges ... ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Medical Colleges ... ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Other Professional Colleges ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Secondary Schools ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Primary Schools ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Medical Schools ... ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Technical and Industrial Schools ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Miscellaneous ... ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Boarding-Houses ... ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| TOTAL INDIRECT EXPENDITURE ... | 1,08,867 | ... | ... | ... | 1,08,867 | 13,573 | ... | ... | 1,554 | ... |
| TOTAL EXPENDITURE ON PUBLIC INSTRUCTION. | 1,96,365 | 29,728 | 11,946 | ... | 2,38,039 | 1,76,023 | ... | ... | 77,510 | 3,247 |

(a) Includes the following items from
1. Rs. 1,19,566 for the Lawrence
2. Rs. 38,000 for salary grants to
3. Rs. 10,000 for the Government
4. Rs. 22,545 for the Lawrence

## TABLE IV-A.

## IN THE PUNJAB FOR THE OFFICIAL YEAR 1916-17.

| INSTITUTIONS. MANAGEMENT. ment. Subscriptions and other sources. | Total. | Unaided. Fees | Endowments. | Subscriptions and other sources. | Total. | TOTAL EXPENDITURE FROM Provincial Revenues. | District Funds. | Municipal Funds. | Fees. | Endowments. | Subscriptions and other sources. | GRAND TOTAL. | REMARKS. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | 11,213 | ... | ... | ... | 6,861 | ... | 18,074 | |
| ... | 15,464 | ... | ... | ... | ... | 10,140 | ... | ... | 5,324 | ... | ... | 15,464 | |
| ... | 15,464 | ... | ... | | ... | 21,353 | ... | ... | 5,324 | 6,861 | ... | 33,538 | |
| 536 | 63,759 | ... | ... | ... | ... | 79,214 | ... | ... | 42,574 | 6,637 | 536 | 1,28,961 | |
| 3,828 | 27,578 | ... | ... | ... | ... | 18,820 | ... | ... | 4,930 | ... | 3,828 | 27,578 | |
| 9,319 | 87,642 | ... | ... | ... | ... | 82,856 | ... | ... | 39,568 | 1,695 | 9,319 | 1,33,438 | |
| 11,450 | 54,326 | ... | ... | ... | ... | 34,488 | ... | ... | 8,388 | ... | 11,450 | 54,326 | |
| 25,133 | 2,33,205 | ... | ... | ... | ... | 2,15,378 | ... | ... | 95,460 | 8,332 | 25,133 | 3,44,303 | |
| 3,261 | 15,281 | ... | ... | ... | ... | 9,230 | ... | ... | 2,790 | ... | 3,261 | 15,281 | |
| 974 | 7,071 | ... | ... | ... | ... | 3,987 | ... | ... | 2,110 | ... | 974 | 7,071 | |
| 4,235 | 22,352 | ... | ... | ... | ... | 13,217 | ... | ... | 4,900 | ... | 4,235 | 22,352 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 29,368 | 2,71,021 | ... | ... | ... | ... | 2,49,948 | ... | ... | 1,05,684 | 15,193 | 29,368 | 4,00,193 | |
| 24,503 | 39,630 | ... | ... | ... | ... | 1,22,440 | ... | ... | 1,554 | ... | 24,503 | 1,48,497 | |
| ... | ... | ... | ... | ... | ... | 16,148 | ... | ... | ... | ... | ... | 16,148 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | 2,380 | ... | ... | ... | ... | ... | 2,380 | |
| ... | ... | ... | ... | ... | ... | 12,018 | ... | ... | ... | ... | ... | 12,018 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | 1,12,227 | ... | ... | 40,195 | ... | 33,040 | 1,85,462 | |
| ... | ... | ... | ... | ... | ... | 65,070 | ... | ... | 1,88,592 | ... | 58,943 | 3,12,605 | |
| 24,503 | 39,630 | ... | ... | ... | ... | 3,30,283 | ... | ... | 2,30,341 | ... | 1,16,486 | 6,77,110 | |
| 53,871 | 3,10,651 | ... | ... | ... | ... | a)5,80,231 | ... | ... | 3,36,025 | 15,193 | 1,45,854 | 10,77,303 | |

Imperial Revenues :—
Military Asylum, Sahawar.
European Schools.
Training Class, Sanawar,
School, Ghora Gali.

# GENERAL

## STAGES FOR INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS FOR GENERAL

| Class of School. | Number of Schools. | Number of pupils on the rolls on 31st March. | High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. | | | Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage. | | | Total Secondary Stage. | | | Upper Primary Stage. Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage, | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Males. | Females. | Total. | Males. | Females. | Total. | Males. | Females. | Total. | Males. | Females. | Total. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| **Secondary Schools.** | | | | | | | | | | | | | | |
| *For males.* | | | | | | | | | | | | | | |
| Government ... English ... | 31 | 12,303 | 2,747 | ... | 2,747 | 4,794 | ... | 4,794 | 7,541 | ... | 7,541 | 2,902 | ... | 2,902 |
| Government ... Vernacular | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Local Fund ... English ... | 44 | 10,567 | 382 | ... | 382 | 3,805 | ... | 3,805 | 4,187 | ... | 4,187 | 3,511 | ... | 3,511 |
| Local Fund ... Vernacular | 136 | 25,950 | ... | ... | ... | 7,514 | ... | 7,514 | 7,514 | ... | 7,514 | 5,151 | 1 | 5,152 |
| Municipal Fund English ... | 36 | 10,001 | 328 | ... | 328 | 3,223 | ... | 3,223 | 3,551 | ... | 3,551 | 2,915 | 1 | 2,916 |
| Municipal Fund Vernacular | 12 | 2,064 | ... | ... | ... | 493 | ... | 493 | 493 | ... | 493 | 437 | ... | 437 |
| Aided ... English ... | 128 | 40,871 | 5,745 | ... | 5,745 | 13,362 | 8 | 13,370 | 19,107 | 8 | 19,115 | 9,981 | 8 | 9,989 |
| Aided ... Vernacular | 3 | 697 | ... | ... | ... | 148 | ... | 148 | 148 | ... | 148 | 165 | ... | 165 |
| Unaided ... English ... | 32 | 8,841 | 1,453 | ... | 1,453 | 3,125 | ... | 3,125 | 4,578 | ... | 4,578 | 2,256 | ... | 2,256 |
| Unaided ... Vernacular | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Total ... | 422 | 111,294 | 10,655 | ... | 10,655 | 36,464 | 8 | 36,472 | 47,119 | 8 | 47,127 | 27,318 | 10 | 27,328 |
| *For females.* | | | | | | | | | | | | | | |
| Government ... English ... | 4 | 964 | ... | 46 | 46 | ... | 247 | 247 | ... | 293 | 293 | ... | 239 | 239 |
| Government ... Vernacular | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Local Fund ... English ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Local Fund ... Vernacular | 6 | 979 | ... | ... | ... | ... | 108 | 108 | ... | 108 | 108 | ... | 153 | 153 |
| Municipal Fund English ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Municipal Fund Vernacular | 14 | 2,333 | ... | ... | ... | ... | 379 | 379 | ... | 379 | 379 | ... | 742 | 742 |
| Aided ... English ... | 26 | 2,574 | ... | 137 | 137 | 7 | 557 | 564 | 7 | 694 | 701 | 34 | 477 | 511 |
| Aided ... Vernacular | 24 | 4,114 | ... | ... | ... | ... | 390 | 390 | ... | 390 | 390 | ... | 678 | 678 |
| Unaided ... English ... | 1 | 253 | ... | 11 | 11 | ... | 45 | 45 | ... | 56 | 56 | ... | 53 | 53 |
| Unaided ... Vernacular | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Total ... | 75 | 11,217 | ... | 194 | 194 | 7 | 1,726 | 1,733 | 7 | 1,920 | 1,927 | 34 | 2,342 | 2,376 |
| Total Secondary Schools | 497 | 122,511 | 10,655 | 194 | 10,849 | 36,471 | 1,734 | 38,205 | 47,126 | 1,928 | 49,054 | 27,352 | 2,352 | 29,704 |
| **Primary Schools.** | | | | | | | | | | | | | | |
| *For males.* | | | | | | | | | | | | | | |
| Government ... ... | 8 | 1,122 | ... | ... | ... | ... | ... | ... | ... | ... | ... | 400 | ... | 400 |
| Local Fund ... ... | 3,305 | 168,888 | ... | ... | ... | ... | ... | ... | ... | ... | ... | 34,951 | 5 | 34,956 |
| Municipal Fund ... | 107 | 10,595 | ... | ... | ... | ... | ... | ... | ... | ... | ... | 712 | ... | 712 |
| Aided ... ... | 1,335 | 58,167 | ... | ... | ... | ... | ... | ... | ... | ... | ... | 6,285 | 16 | 6,301 |
| Unaided ... ... | 163 | 7,047 | ... | ... | ... | ... | ... | ... | ... | ... | ... | 686 | ... | 686 |
| Total ... | 4,918 | 245,819 | ... | ... | ... | ... | ... | ... | ... | ... | ... | 43,034 | 21 | 43,055 |
| *For females.* | | | | | | | | | | | | | | |
| Government ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Local Fund ... ... | 437 | 16,583 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 2,191 | 2,191 |
| Municipal Fund ... | 164 | 9,856 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 912 | 912 |
| Aided ... ... | 297 | 14,108 | ... | ... | ... | ... | ... | ... | ... | ... | ... | 10 | 1,505 | 1,515 |
| Aided ... ... | 37 | 1,485 | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | 62 | 63 |
| Total ... | 935 | 42,032 | ... | ... | ... | ... | ... | ... | ... | ... | ... | 11 | 4,670 | 4,681 |
| Total Primary Schools | 5,853 | 287,851 | ... | ... | ... | ... | ... | ... | ... | ... | ... | 43,045 | 4,691 | 47,736 |
| GRAND TOTAL ... | 6,350 | 410,362 | 10,655 | 194 | 10,849 | 36,471 | 1,734 | 38,205 | 47,126 | 1,928 | 49,054 | 70,397 | 7,043 | 77,440 |

# TABLE V.

## EDUCATION IN THE PUNJAB AT THE END OF OFFICIAL YEAR 1916-17.

| Lower Primary Stage. *Comprising all pupils who have not passed beyond the Lower Primary Stage.* — Reading Printed Books. | | | Not Reading Printed Books. | | | Total. | | | Total Primary Stage. | | | Grand Total. | | | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Males. | Females. | Total. | Males. | Females | Total. | Males. | Females. | Total. | Males. | Females. | Total. | Males. | Females. | Total. | |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| 1,860 | ... | 1,860 | ... | ... | ... | 1,860 | ... | 1,860 | 4,762 | ... | 4,762 | 12,303 | ... | 12 303 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 2,869 | ... | 2,869 | ... | ... | ... | 2,869 | ... | 2,869 | 6,380 | ... | 6,380 | 10,567 | ... | 10,567 | |
| 12,989 | 1 | 12,990 | 294 | ... | 294 | 13,283 | 1 | 13,284 | 18,434 | 2 | 18,436 | 25,948 | 2 | 25,950 | |
| 3,459 | ... | 3,459 | 75 | ... | 75 | 3,534 | ... | 3,534 | 6,449 | 1 | 6,450 | 10,000 | 1 | 10,001 | |
| 1,040 | 2 | 1,042 | 92 | ... | 92 | 1,132 | 2 | 1,134 | 1,569 | 2 | 1,571 | 2,062 | 2 | 2,064 | |
| 11,726 | 28 | 11,754 | 13 | ... | 13 | 11,739 | 28 | 11,767 | 21,720 | 36 | 21,756 | 40,827 | 44 | 40,871 | |
| 384 | ... | 384 | ... | ... | ... | 384 | ... | 384 | 549 | ... | 549 | 697 | ... | 697 | |
| 1,998 | ... | 1,998 | 9 | ... | 9 | 2,007 | ... | 2,007 | 4,263 | ... | 4,263 | 8,841 | ... | 8,841 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 36,325 | 31 | 36,356 | 483 | ... | 483 | 36,808 | 31 | 36,839 | 64,126 | 41 | 64,167 | 111,245 | 49 | 111,294 | |
| 53 | 239 | 292 | ... | 140 | 140 | 53 | 379 | 432 | 53 | 618 | 671 | 53 | 911 | 964 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | 718 | 718 | ... | ... | ... | ... | 718 | 718 | ... | 871 | 871 | ... | 979 | 979 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | 1,212 | 1,212 | ... | ... | ... | ... | 1,212 | 1,212 | ... | 1,954 | 1,954 | ... | 2,333 | 2,333 | |
| 202 | 1,111 | 1,313 | ... | 49 | 49 | 202 | 1,160 | 1,362 | 236 | 1,637 | 1,873 | 243 | 2,331 | 2,574 | |
| ... | 2,741 | 2,741 | ... | 305 | 305 | ... | 3,046 | 3,046 | ... | 3,724 | 3,724 | ... | 4,114 | 4,114 | |
| ... | 130 | 130 | ... | 14 | 14 | ... | 144 | 144 | ... | 197 | 197 | ... | 253 | 253 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 255 | 6,151 | 6,406 | ... | 508 | 508 | 255 | 6,659 | 6,914 | 289 | 9,001 | 9,290 | 296 | 10,921 | 11,217 | |
| 36,580 | 6,182 | 42,762 | 483 | 508 | 991 | 37,063 | 6,690 | 43,753 | 64,415 | 9,042 | 73,457 | 111,541 | 10,970 | 122,511 | |
| 702 | ... | 702 | 20 | ... | 20 | 722 | ... | 722 | 1,122 | ... | 1,122 | 1,122 | ... | 1,122 | |
| 133,012 | 70 | 133,082 | 845 | 5 | 850 | 133,857 | 75 | 133,932 | 168,808 | 80 | 168,888 | 168,808 | 80 | 168,888 | |
| 9,354 | ... | 9,354 | 529 | ... | 529 | 9,883 | ... | 9,883 | 10,595 | ... | 10,595 | 10,595 | ... | 10,595 | |
| 50,155 | 936 | 51,091 | 718 | 57 | 775 | 50,873 | 993 | 51,866 | 57,158 | 1,009 | 58,167 | 57,158 | 1,009 | 58,167 | |
| 6,137 | 76 | 6,213 | 128 | 20 | 148 | 6,265 | 96 | 6,361 | 6,951 | 96 | 7,047 | 6,951 | 96 | 7,047 | |
| 199,360 | 1,082 | 200,442 | 2,240 | 82 | 2,322 | 201,600 | 1,164 | 202,764 | 244,634 | 1,185 | 245,819 | 244,634 | 1,185 | 245,819 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | 13,791 | 13,791 | ... | 601 | 601 | ... | 14,392 | 14,392 | ... | 16,583 | 16,583 | ... | 16,583 | 16,583 | |
| ... | 8,580 | 8,580 | ... | 364 | 364 | ... | 8,944 | 8,944 | ... | 9,856 | 9,856 | ... | 9,856 | 9,856 | |
| 130 | 12,189 | 12,319 | 2 | 272 | 274 | 132 | 12,461 | 12,593 | 142 | 13,966 | 14,108 | 142 | 13,966 | 14,108 | |
| 19 | 1,403 | 1,422 | ... | ... | ... | 19 | 1,403 | 1,422 | 20 | 1,465 | 1,485 | 20 | 1,465 | 1,485 | |
| 149 | 35,963 | 36,112 | 2 | 1,237 | 1,239 | 151 | 37,200 | 37,351 | 162 | 41,870 | 42,032 | 162 | 41,870 | 42,032 | |
| 199,509 | 37,045 | 236,554 | 2,242 | 1,319 | 3,561 | 201,751 | 38,364 | 240,115 | 244,796 | 43,055 | 287,851 | 244,796 | 43,055 | 287,851 | |
| 236,089 | 43,227 | 279,316 | 2,725 | 1,827 | 4,552 | 238,814 | 45,054 | 283,868 | 309,211 | 52,097 | 361,308 | 356,337 | 54,025 | 410,362 | |

GENERAL

TABLE SHOWING THE NUMBER OF PUPILS IN EACH STAGE

| | | Europeans and Anglo-Indians. | Indian Christians. | Hindus. | | Sikhs. |
|---|---|---|---|---|---|---|
| | | | | Brahmans. | Non-Brahmans | |
| 1 | | 2 | 3 | 4 | 5 | 6 |
| College stage | Males | 18 | 48 | 455 | 2,898 | 701 |
| | Females | 39 | 14 | 3 | 2 | 1 |
| High stage | Males | 92 | 80 | 1,256 | 4,879 | 1,676 |
| | Females | 103 | 35 | 4 | 26 | 12 |
| Middle stage | Males | 375 | 324 | 4,308 | 14,664 | 5,401 |
| | Females | 460 | 227 | 86 | 530 | 208 |
| Upper Primary stage | Males | 235 | 549 | 7,475 | 24,545 | 10,973 |
| | Females | 369 | 334 | 547 | 3,183 | 1,239 |
| Lower Primary stage | Males | 563 | 2,618 | 21,335 | 77,729 | 31,742 |
| | Females | 596 | 1,045 | 3,545 | 19,732 | 7,194 |
| Special schools | Males | 2 | 142 | 380 | 1,168 | 475 |
| | Females | 46 | 560 | 21 | 61 | 29 |
| Private institutions | Males | 21 | 308 | 2,970 | 10,097 | 2,914 |
| | Females | 39 | 161 | 222 | 1,191 | 464 |
| GRAND TOTAL | Males | 1,306 | 4,069 | 38,179 | 135,980 | 53,882 |
| | Females | 1,652 | 2,376 | 4,428 | 24,725 | 9,147 |
| | Total | 2,958 | 6,445 | 42,607 | 160,705 | 63,029 |

TABLE V-A.

OF INSTRUCTION, CLASSIFIED ACCORDING TO SEX, RACE OR CREED, 1916-17.

| Muhammadans. | Buddhists. | Parsis. | Others. | Total of columns 1 to 10. | Depressed classes. | Total of columns 11-12. | Remarks. |
|---|---|---|---|---|---|---|---|
| 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 1,208 | ... | 1 | ... | 5,329 | ... | 5,329 | |
| 1 | ... | 1 | ... | 61 | ... | 61 | |
| 2,655 | ... | 8 | 5 | 10,651 | 4 | 10,655 | |
| 13 | ... | 1 | ... | 194 | ... | 194 | |
| 11,335 | ... | 7 | 7 | 36,421 | 50 | 36,471 | |
| 214 | ... | 8 | ... | 1,733 | 1 | 1,734 | |
| 23,263 | 8 | 6 | 31 | 70,085 | 312 | 70,397 | |
| 1,345 | ... | 13 | 1 | 7,031 | 12 | 7,043 | |
| 101,764 | 45 | 14 | 246 | 236,056 | 2,758 | 238,814 | |
| 12,691 | ... | 16 | 14 | 44,833 | 221 | 45,054 | |
| 2,208 | ... | 2 | 15 | 4,392 | 84 | 4,476 | |
| 94 | ... | 4 | ... | 815 | ... | 815 | |
| 24,416 | ... | ... | 121 | 40,847 | 47 | 40,894 | |
| 12,714 | 3 | ... | 5 | 14,799 | 2 | 14,801 | |
| 169,849 | 53 | 38 | 425 | 403,781 | 3,255 | 407,036 | |
| 27,072 | 3 | 43 | 20 | 69,466 | 236 | 69,702 | |
| 196,921 | 56 | 81 | 445 | 473,247 | 3,491 | 476,738 | |

# GENERAL

## RESULTS OF THE PRESCRIBED EXAMINATIONS IN

| Nature of Examination. | | | Number of Institutions sending Examinees. | | | | Number of Examinees. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Institutions under public management. | Aided institutions. | Other institutions. | Total. | Institutions under public management. | Aided institutions. | Other institutions. | Private students. | Total. |
| 1 | | | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| **Arts Colleges.** | | | | | | | | | | | |
| Doctor of Philosophy | | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Doctor of Science | | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Master of Arts | | Males | 1 | 2 | 2 | 5 | 38 | 26 | 6 | 11 | 81 |
| | | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Master of Science | | Males | 1 | ... | ... | 1 | 18 | ... | ... | ... | 18 |
| | | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Bachelor of Arts (Honours) | | Males | 1 | 5 | 2 | 8 | 25 | 33 | 18 | ... | 76 |
| | | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Bachelor of Arts (Pass) | | Males | 1 | 5 | 3 | 9 | 111 | 277 | 437 | 173 | 998 |
| | | Females | ... | 1 | ... | 1 | ... | 2 | ... | 1 | 3 |
| Bachelor of Science (Honours) | | Males | 1 | 1 | ... | 2 | 5 | 5 | ... | ... | 10 |
| | | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Bachelor of Science (Pass) | | Males | 1 | 1 | 2 | 4 | 17 | 15 | 8 | 5 | 45 |
| | | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Intermediate in Arts | | Males | 1 | 4 | 4 | 9 | 41 | 254 | 538 | 120 | 953 |
| | | Females | ... | 1 | ... | 1 | ... | 8 | ... | 2 | 10 |
| Intermediate in Science | | Males | 1 | 3 | 3 | 7 | 99 | 165 | 235 | 11 | 510 |
| | | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| **Oriental Colleges.** | | | | | | | | | | | |
| Master of Oriental Learning | | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Bachelor of Oriental Learning | | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Intermediate, Oriental Faculty | | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Title examinations conducted by Universities or taken by students from institutions of Collegiate grade. | Sanskrit | Males | ... | 1 | ... | 1 | ... | 55 | ... | 418 | 473 |
| | | Females | ... | ... | ... | ... | ... | ... | ... | 13 | 13 |
| | Arabic | Males | ... | 1 | ... | 1 | ... | 15 | ... | 22 | 37 |
| | | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Persian | Males | ... | 1 | ... | 1 | ... | 11 | ... | 105 | 116 |
| | | Females | ... | ... | ... | ... | ... | ... | ... | 1 | 1 |
| | Pali | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Hindi | Males | ... | 1 | ... | 1 | ... | 1 | ... | 15 | 16 |
| | | Females | ... | ... | ... | ... | ... | ... | ... | 7 | 7 |
| | Urdu | Males | ... | ... | ... | ... | ... | ... | ... | 9 | 9 |
| | | Females | ... | ... | ... | ... | ... | ... | ... | 2 | 2 |
| | Bengali | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Pashto | Males | ... | ... | ... | ... | ... | ... | ... | 1 | 1 |
| | | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Punjabi | Males | ... | 1 | ... | 1 | ... | 8 | ... | 63 | 71 |
| | | Females | ... | ... | ... | ... | ... | ... | ... | 4 | 4 |
| **Colleges for Professional Training.** | | | | | | | | | | | |
| *Law.* | | | | | | | | | | | |
| Doctor of Law | | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Master of Law | | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Bachelor of Law | | Males | ... | ... | 1 | 1 | ... | ... | 65 | 37 | 102 |
| | | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| *Medicine.* | | | | | | | | | | | |
| Doctor of Medicine or Surgery | | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Doctor of Hygiene | | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |

# TABLE VI.

## THE PUNJAB DURING THE YEAR 1916-17.

| Number passed. | | | | | Race or creed of passed Scholars. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | *Hindus.* | | | | | | | |
| Institutions under public management. | Aided institutions. | Other institutions. | Private students. | Total. | Europeans and Anglo-Indians. | Indian Christians. | Brahmans. | Non-Brahmans. | Sikhs. | Muhammadans. | Buddhists. | Parsis. | Others. | Remarks. |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 18 | 17 | 4 | 4 | 43 | ... | 1 | 9 | 22 | 4 | 7 | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 14 | ... | ... | ... | 14 | ... | ... | 1 | 7 | 3 | 3 | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 20 | 24 | 17 | ... | 61 | ... | 1 | 8 | 35 | 8 | 9 | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 63 | 123 | 204 | 71 | 461 | ... | 6 | 55 | 279 | 45 | 76 | ... | ... | ... | |
| ... | 2 | ... | ... | 2 | ... | 1 | 1 | ... | ... | ... | ... | ... | ... | |
| 5 | 5 | ... | ... | 10 | ... | ... | 1 | 7 | 2 | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 11 | 6 | 2 | 2 | 21 | ... | ... | 4 | 10 | 5 | 2 | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 28 | 148 | 296 | 51 | 523 | ... | 4 | 60 | 282 | 55 | 121 | ... | ... | 1 | |
| ... | 8 | ... | ... | 8 | ... | 5 | 1 | 1 | 1 | ... | ... | ... | ... | |
| 73 | 82 | 107 | 2 | 264 | ... | 3 | 17 | 152 | 55 | 37 | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | 26 | ... | 232 | 258 | ... | ... | 216 | 42 | ... | ... | ... | ... | ... | |
| ... | ... | ... | 11 | 11 | ... | ... | ... | 11 | ... | ... | ... | ... | ... | |
| ... | 4 | ... | 12 | 16 | ... | ... | ... | ... | ... | 16 | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | 5 | ... | 59 | 64 | ... | ... | ... | 3 | ... | 61 | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | 1 | ... | 8 | 9 | ... | ... | 5 | 3 | 1 | ... | ... | ... | ... | |
| ... | ... | ... | 7 | 7 | ... | ... | ... | 7 | ... | ... | ... | ... | ... | |
| ... | ... | ... | 3 | 3 | ... | ... | ... | 1 | ... | 2 | ... | ... | ... | |
| ... | ... | ... | 2 | 2 | ... | ... | ... | ... | ... | 2 | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | 1 | 1 | ... | ... | ... | ... | ... | 1 | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | 5 | ... | 38 | 43 | ... | ... | 2 | 1 | 40 | ... | ... | ... | ... | |
| ... | ... | ... | 3 | 3 | ... | ... | ... | 1 | 2 | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | 46 | 23 | 69 | ... | ... | 7 | 49 | 4 | 9 | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |

GENERAL

RESULTS OF THE PRESCRIBED EXAMINATIONS IN THE

| Nature of Examination. | | Number of Institutions sending Examinees. | | | | Number of Examinees. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Institutions under public management. | Aided institutions. | Other institutions. | Total. | Institutions under public management. | Aided institutions. | Other institutions. | Private students. | Total. |
| 1 | | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| **Colleges for Professional Training—*concluded.*** | | | | | | | | | | |
| *Medicine*—concld. | | | | | | | | | | |
| Master of Surgery | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Master of Obstetrics | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Bachelor of Medicine or Surgery | Males | 1 | ... | ... | 1 | 17 | ... | ... | ... | 17 |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Bachelor of Hygiene | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Bachelor of Sanitary Science | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Licentiate of Medicine and Surgery | Males | 1 | ... | ... | 1 | 1 | ... | ... | ... | 1 |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| *Engineering.* | | | | | | | | | | |
| Master of Civil Engineering | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Bachelor of Civil Engineering | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Licentiate of Civil Engineering | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| **Examinations not conducted by Universities for—** | | | | | | | | | | |
| Civil Engineers | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Electrical Engineers | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Upper Subordinates | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Lower Subordinates | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| *Teaching.* | | | | | | | | | | |
| Post-graduate degrees or licenses | Males | 1 | ... | ... | 1 | 45 | ... | ... | ... | 45 |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Under-graduate licenses or diplomas | Males | 2 | ... | 1 | 3 | 85 | ... | 22 | 24 | 131 |
| | Females | 1 | 2 | ... | 3 | 1 | 22 | ... | 5 | 28 |
| *Agriculture.* | | | | | | | | | | |
| Master of Agriculture | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Bachelor of Agriculture | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Licentiate of Agriculture | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| *Veterinary Examination* | Males | 1 | ... | ... | 1 | 64 | ... | ... | ... | 64 |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| *Commercial Examination* | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| **Schools for General Education.** | | | | | | | | | | |
| Matriculation | Males | 28 | 71 | 29 | 128 | 1,177 | 2,306 | 980 | 459 | 5,222 |
| | Females | 2 | 5 | 1 | 8 | 6 | 26 | 7 | 8 | 47 |
| School final or leaving certificate | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| "B" Final examination | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| High School examination for Europeans | Males | 2 | 2 | ... | 4 | 20 | 11 | ... | ... | 31 |
| | Females | 2 | 7 | ... | 9 | 8 | 31 | ... | 2 | 41 |

## TABLE VI—CONTINUED.

### PUNJAB DURING THE YEAR 1916-17—CONTINUED.

| Number passed. | | | | | Race or creed of passed Scholars. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | *Hindus.* | | | | | | | |
| Institutions under public management. | Aided institutions. | Other institutions. | Private students. | Total. | European and Anglo-Indians. | Indian Christians. | Brahmans. | Non-Brahmans. | Sikhs. | Muhammadans. | Buddhists. | Parsis. | Others. | Remarks. |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 16 | ... | ... | ... | 16 | ... | ... | 2 | ... | 6 | 1 | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 1 | ... | ... | ... | 1 | ... | ... | 1 | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ...

# GENERAL

## RESULTS OF THE PRESCRIBED EXAMINATIONS IN THE

| Nature of Examination. | | Number of Institutions sending Examinees. | | | | Number of Examinees. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Institutions under public management. | Aided institutions. | Other institutions. | Total. | Institutions under public management. | Aided institutions. | Other institutions. | Private students. | Total. |
| 1 | | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| **Schools for General Education—*concluded.*** | | | | | | | | | | |
| Cambridge senior examination | Males | ... | 2 | ... | 2 | ... | 11 | ... | 119 | 130 |
| | Females | ... | 3 | ... | 3 | ... | 14 | ... | ... | 14 |
| Cambridge junior examination | Males | ... | 2 | ... | 2 | ... | 21 | ... | ... | 21 |
| | Females | ... | 3 | ... | 3 | ... | 10 | ... | ... | 10 |
| Cambridge preliminary examination | Males | ... | 2 | ... | 2 | ... | 11 | ... | ... | 11 |
| | Females | ... | 3 | ... | 3 | ... | 9 | ... | ... | 9 |
| Vernacular high examination | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Anglo-vernacular middle examination | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Vernacular middle examination | Males | 137 | 3 | ... | 140 | 2,368 | 44 | ... | 117 | 2,529 |
| | Females | 13 | 22 | 8 | 43 | 93 | 131 | 38 | 79 | 341 |
| Middle examination for Europeans | Males | 2 | 4 | ... | 6 | 40 | 23 | ... | ... | 63 |
| | Females | 2 | 11 | ... | 13 | 10 | 46 | ... | ... | 56 |
| Upper primary examination | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Lower primary examination | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| **Schools for Special Instruction.** | | | | | | | | | | |
| Training school examination for masters— | | | | | | | | | | |
| Secondary | | 1 | ... | ... | 1 | 82 | ... | ... | 4 | 86 |
| Primary | | 13 | 4 | ... | 17 | 797 | 113 | ... | 95 | 1,005 |
| Training school examination for mistresses— | | | | | | | | | | |
| Secondary | | 2 | 2 | 2 | 6 | 16 | 13 | 7 | 11 | 47 |
| Primary | | 8 | 3 | 1 | 12 | 128 | 15 | 5 | 12 | 160 |
| Teachers' examinations for those who are not students of a training school. | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | 3 | 3 |
| School of Art examinations | Males | 1 | ... | ... | 1 | 20 | ... | ... | ... | 20 |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Engineering school examination | Males | 1 | ... | ... | 1 | 47 | ... | ... | ... | 47 |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Examination in Surveying | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Industrial school examination | Males | 5 | ... | ... | 5 | 48 | ... | ... | ... | 48 |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Commercial school examination | Males | 2 | ... | ... | 2 | 23 | ... | ... | 11 | 34 |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Agricultural school examination | Males | 1 | ... | ... | 1 | 20 | ... | ... | ... | 20 |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Medical examinations— | | | | | | | | | | |
| M. P. L. diploma | Males | 1 | ... | ... | 1 | 41 | ... | ... | ... | 41 |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Midwifery diploma | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | 2 | ... | 2 | ... | 7 | ... | ... | 7 |
| Dhais diploma | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | 7 | 7 | ... | ... | 19 | ... | 19 |
| Female certificate class diploma | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | 1 | ... | 1 | ... | 1 | ... | ... | 1 |
| Title or other Oriental examinations conducted by authorities other than Universities or taken by students in institutions of non-Collegiate grade. | Sanskrit — Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Sanskrit — Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Arabic — Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Arabic — Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Persian — Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Persian — Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Pali — Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Pali — Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Other school examinations | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |

## TABLE VI—CONCLUDED.

## PUNJAB DURING THE YEAR 1916-17.

| Number passed. | | | | | Race or creed of passed Scholars. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | *Hindus.* | | | | | | | |
| Institutions under public management. | Aided institutions. | Other institutions. | Private students. | Total. | European and Anglo-Indians. | Indian Christians. | Brahmans. | Non-Brahmans. | Sikhs. | Muhammadans. | Buddhists. | Parsis. | Others. | Remarks. |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| ... | 2 | ... | 22 | 24 | 2 | ... | ... | 18 | ... | 4 | ... | ... | ... | |
| ... | 9 | ... | ... | 9 | 9 | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | 10 | ... | ... | 10 | 9 | ... | ... | 1 | ... | ... | ... | ... | ... | |
| ... | 9 | ... | ... | 9 | 9 | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | 6 | ... | ... | 6 | 6 | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | 4 | ... | ... | 4 | 4 | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 2,007 | 33 | ... | 69 | 2,109 | ... | 17 | 330 | 777 | 262 | 723 | ... | ... | ... | |
| 77 | 92 | 26 | 34 | 229 | ... | 43 | 13 | 109 | 22 | 42 | ... | ... | ... | |
| 35 | 17 | ... | ... | 52 | 50 | 1 | ... | 1 | ... | ... | ... | ... | ... | |
| 10 | 23 | ... | ... | 33 | 32 | ... | ... | ... | ... | ... | ... | 1 | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 81 | ... | ... | 2 | 83 | ... | 2 | 11 | 27 | 12 | 31 | ... | ... | ... | |
| 662 | 72 | ... | 50 | 784 | ... | 25 | 141 | 242 | 69 | 307 | ... | ... | ... | |
| 11 | 10 | 6 | 6 | 33 | ... | 21 | 3 | 4 | 2 | 3 | ... | ... | ... | |
| 73 | 10 | 2 | 9 | 94 | ... | 10 | 7 | 37 | 16 | 24 | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | 2 | 2 | 2 | ... | ... | ... | ... | ... | ... | ... | ... | |
| 15 | ... | ... | ... | 15 | ... | ... | 1 | 8 | ... | 6 | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 41 | ... | ... | ... | 41 | ... | ... | 3 | 14 | 10 | 14 | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 24 | ... | ... | ... | 24 | ... | ... | 4 | 8 | 2 | 10 | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 18 | ... | ... | 3 | 21 | ... | ... | 6 | 6 | 3 | 6 | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 20 | ... | ... | ... | 20 | ... | ... | ... | 8 | 7 | 5 | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 37 | ... | ... | ... | 37 | ... | 1 | 4 | 18 | 3 | 11 | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | 7 | ... | ... | 7 | ... | 7 | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | 17 | ... | 17 | ... | 10 | ... | 1 | ... | 6 | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ...

# SUPPLEMENT TO

## RESULTS OF THE PRESCRIBED EXAMINATIONS IN THE PUNJAB

| Nature of Examination. | | Number of Institutions sending Examinees. | | | | Number of Examinees. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Institutions under public management. | Aided institutions. | Other institutions. | Total. | Institutions under public management. | Aided institutions. | Other institutions. | Private students. | Total. |
| 1 | | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| **Arts Colleges.** | | | | | | | | | | |
| Doctor of Philosophy | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Doctor of Science | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Master of Arts | Males | 1 | 2 | 2 | 5 | 29 | 18 | 6 | 12 | 65 |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Master of Science | Males | 2 | ... | ... | 2 | 16 | ... | ... | ... | 16 |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Bachelor of Arts (Honours) | Males | 1 | 3 | 3 | 7 | 21 | 22 | 25 | ... | 68 |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Bachelor of Arts (Pass) | Males | 1 | 5 | 3 | 9 | 97 | 277 | 372 | 96 | 842 |
| | Females | ... | 1 | ... | 1 | ... | 1 | ... | 3 | 4 |
| Bachelor of Science (Honours) | Males | 1 | 1 | ... | 2 | 12 | 7 | ... | ... | 19 |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Bachelor of Science (Pass) | Males | 1 | 2 | 1 | 4 | 29 | 21 | 2 | 5 | 57 |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Intermediate in Arts | Males | 1 | 5 | 3 | 9 | 50 | 224 | 469 | 88 | 831 |
| | Females | ... | 1 | ... | 1 | ... | 6 | ... | 5 | 11 |
| Intermediate in Science | Males | 1 | 3 | 3 | 7 | 74 | 118 | 147 | 2 | 341 |
| | Females | ... | 1 | ... | 1 | ... | 2 | ... | ... | 2 |
| **Oriental Colleges.** | | | | | | | | | | |
| Master of Oriental Learning | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Bachelor of Oriental Learning | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Intermediate, Oriental Faculty | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Title examinations conducted by Universities or taken by students from institutions of Collegiate grade. — Sanskrit | Males | ... | 1 | ... | 1 | ... | 41 | ... | 402 | 443 |
| | Females | ... | ... | ... | ... | ... | ... | ... | 15 | 15 |
| Arabic | Males | ... | 1 | ... | 1 | ... | 25 | ... | 9 | 34 |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Persian | Males | ... | 1 | ... | 1 | ... | 5 | ... | 66 | 71 |
| | Females | ... | ... | ... | ... | ... | ... | ... | 1 | 1 |
| Pali | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Hindi | Males | ... | ... | ... | ... | ... | ... | ... | 7 | 7 |
| | Females | ... | ... | ... | ... | ... | ... | ... | 5 | 5 |
| Urdu | Males | ... | ... | ... | ... | ... | ... | ... | 7 | 7 |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Bengali | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Punjabi | Males | ... | ... | ... | ... | ... | ... | ... | 61 | 61 |
| | Females | ... | ... | ... | ... | ... | ... | ... | 10 | 10 |
| **Colleges for Professional Training.** | | | | | | | | | | |
| *Law.* | | | | | | | | | | |
| Doctor of Law | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Master of Law | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Bachelor of Law | Males | ... | ... | 1 | 1 | ... | ... | 65 | 36 | 101 |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| *Medicine.* | | | | | | | | | | |
| Doctor of Medicine or Surgery | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Doctor of Hygiene | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |

# GENERAL TABLE VI.

## DURING THE PERIOD FROM 1st APRIL 1916 TO 30th JUNE 1916.

| Number passed. | | | | | Race or creed of passed Scholars. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | *Hindus.* | | | | | | | |
| Institutions under public management. | Aided institutions. | Other institutions. | Private students. | Total. | Europeans and Anglo-Indians. | Indian Christians. | Brahmans. | Non-Brahmans. | Sikhs. | Muhammadans. | Buddhists. | Parsis. | Others. | Remarks. |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 23 | 16 | 5 | 8 | 52 | ... | 1 | 7 | 27 | 5 | 12 | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 18 | ... | ... | ... | 18 | ... | ... | 1 | 7 | 4 | 1 | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 21 | 19 | 19 | ... | 59 | ... | 1 | 2 | 37 | 4 | 15 | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 59 | 115 | 150 | 26 | 350 | ... | 1 | 36 | 207 | 41 | 65 | ... | ... | ... | |
| ... | ... | ... | 2 | 2 | ... | 2 | ... | ... | ... | ... | ... | ... | ... | |
| 11 | 4 | ... | ... | 15 | ... | 1 | ... | 13 | 1 | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 24 | 14 | 2 | 1 | 41 | ... | 1 | 3 | 24 | 8 | 5 | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 31 | 123 | 249 | 29 | 432 | ... | 2 | 52 | 238 | 24 | 116 | ... | ... | ... | |
| ... | 6 | ... | 3 | 9 | ... | 5 | ... | 2 | 1 | 1 | ... | ... | ... | |
| 51 | 68 | 58 | 1 | 178 | ... | 3 | 13 | 106 | 88 | 18 | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | 23 | ... | 214 | 237 | ... | ... | 215 | 22 | ... | ... | ... | ... | ... | |
| ... | ... | ... | 11 | 11 | ... | ... | 8 | 8 | ... | ... | ... | ... | ... | |
| ... | 10 | ... | 5 | 15 | ... | ... | ... | ... | ... | 15 | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | 4 | ... | 40 | 44 | ... | 1 | 1 | ... | ... | 42 | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | 1 | 1 | ... | ... | ... | 1 | ... | ... | ... | ... | ... | |
| ... | ... | ... | 4 | 4 | ... | ... | 1 | 3 | ... | ... | ... | ... | ... | |
| ... | ... | ... | 6 | 6 | ... | ... | 1 | ... | ... | 5 | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | 41 | 41 | ... | ... | ... | 2 | 39 | ... | ... | ... | ... | |
| ... | ... | ... | 6 | 6 | ... | ... | ... | ... | 6 | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | 38 | 20 | 58 | ... | ... | 4 | 41 | 6 | 7 | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |

# SUPPLEMENT TO

## RESULTS OF THE PRESCRIBED EXAMINATIONS IN THE PUNJAB

| Nature of Examination. | | Number of Institutions sending Examinees. | | | | Number of Examinees. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Institutions under public management. | Aided institutions. | Other institutions. | Total. | Institutions under public management. | Aided institutions. | Other institutions. | Private students. | Total. |
| 1 | | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| **Colleges for Professional Training—concluded.** | | | | | | | | | | |
| *Medicine*—concluded. | | | | | | | | | | |
| Master of Surgery | Males | | | | | | | | | |
| | Females | | | | | | | | | |
| Master of Obstetrics | Males | | | | | | | | | |
| | Females | | | | | | | | | |
| Bachelor of Medicine or Surgery | Males | 1 | | | 1 | 15 | | | | 15 |
| | Females | | | | | | | | | |
| Bachelor of Hygiene | Males | | | | | | | | | |
| | Females | | | | | | | | | |
| Bachelor of Sanitary Science | Males | | | | | | | | | |
| | Females | | | | | | | | | |
| Licentiate of Medicine and Surgery | Males | 1 | | | 1 | 2 | | | | 2 |
| | Females | | | | | | | | | |
| *Engineering.* | | | | | | | | | | |
| Master of Civil Engineering | Males | | | | | | | | | |
| | Females | | | | | | | | | |
| Bachelor of Civil Engineering | Males | | | | | | | | | |
| | Females | | | | | | | | | |
| Licentiate of Civil Engineering | Males | | | | | | | | | |
| | Females | | | | | | | | | |
| **Examinations not conducted by Universities for—** | | | | | | | | | | |
| Civil Engineers | Males | | | | | | | | | |
| | Females | | | | | | | | | |
| Electrical Engineers | Males | | | | | | | | | |
| | Females | | | | | | | | | |
| Upper Subordinates | Males | | | | | | | | | |
| | Females | | | | | | | | | |
| Lower Subordinates | Males | | | | | | | | | |
| | Females | | | | | | | | | |
| *Teaching.* | | | | | | | | | | |
| Post-graduate degrees or licenses | Males | 1 | | | 1 | 63 | | | 3 | 66 |
| | Females | | | | | | | | | |
| Under-graduate licenses or diplomas | Males | 1 | | | 1 | 106 | | | 18 | 124 |
| | Females | | 1 | | 1 | | 1 | | 1 | 2 |
| *Agriculture.* | | | | | | | | | | |
| Master of Agriculture | Males | | | | | | | | | |
| | Females | | | | | | | | | |
| Bachelor of Agriculture | Males | | | | | | | | | |
| | Females | | | | | | | | | |
| Licentiate of Agriculture | Males | | | | | | | | | |
| | Females | | | | | | | | | |
| *Veterinary Examinations* | Males | 1 | | | 1 | 4 | | | | 4 |
| | Females | | | | | | | | | |
| *Commercial Examinations* | Males | | | | | | | | | |
| | Females | | | | | | | | | |
| **Schools for General Education.** | | | | | | | | | | |
| Matriculation | Males | 28 | 70 | 25 | 123 | 1,091 | 2,287 | 817 | 484 | 4,679 |
| | Females | 1 | 5 | 1 | 7 | 1 | 24 | 5 | 9 | 39 |
| School final or leaving certificate | Males | | | | | | | | | |
| | Females | | | | | | | | | |

## GENERAL TABLE VI—CONTINUED.

### DURING THE PERIOD FROM 1ST APRIL 1916 TO 30TH JUNE 1916—CONTINUED.

| Number passed. | | | | | Race or creed of passed Scholars. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | *Hindus.* | | | | | | | |
| Institutions under public management. | Aided institutions. | Other institutions. | Private students. | Total. | Europeans and Anglo-Indians. | Indian Christians. | Brahmans. | Non-Brahmans. | Sikhs. | Muhammadans. | Buddhists. | Parsis. | Others. | Remarks. |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 12 | ... | ... | ... | 12 | ... | ... | 1 | 8 | 1 | 2 | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 1 | ... | ... | ... | 1 | ... | ... | 1 | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ...

## SUPPLEMENT TO

## RESULTS OF THE PRESCRIBED EXAMINATIONS IN THE PUNJAB

| Nature of Examination. | | Number of Institutions sending Examinees. | | | | Number of Examinees. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Institutions under public management. | Aided institutions. | Other institutions. | Total. | Institutions under public management. | Aided institutions. | Other institutions. | Private students. | Total. |
| 1 | | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| **Schools for General Education—*concluded.*** | | | | | | | | | | |
| "B" Final examination | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| High school examination for Europeans. | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Cambridge senior examination | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Cambridge junior examination | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Cambridge preliminary examination | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Vernacular high examination | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Anglo-vernacular middle examination | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Vernacular middle examination | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Middle examination for Europeans... | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Upper primary examination | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Lower primary examination | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| **Schools for Special Instruction.** | | | | | | | | | | |
| Training school examinations for masters— | | | | | | | | | | |
| Secondary ... ... ... | | ... | 1 | ... | 1 | 83 | ... | ... | 6 | 89 |
| Primary ... ... ... | | ... | 15 | 3 | 18 | 778 | 59 | ... | 133 | 970 |
| Training school examinations for mistresses— | | | | | | | | | | |
| Secondary ... ... ... | | ... | 2 | 5 | 1 | 8 | 16 | 24 | 3 | 8 | 51 |
| Primary ... ... ... | | ... | 2 | 5 | 1 | 8 | 39 | 17 | 3 | 12 | 71 |
| Teachers' examinations for those who are not students of a training school. | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| School of Art examination | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Engineering school examination | Males | ... | 1 | ... | ... | 1 | 46 | ... | ... | ... | 46 |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Examination in Surveying | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Industrial school examination | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Commercial school examination | Males | ... | 2 | ... | ... | 2 | 21 | ... | ... | 26 | 47 |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Agricultural school examination | Males | ... | 1 | ... | ... | 1 | 19 | ... | ... | ... | 19 |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Medical examination— | | | | | | | | | | |
| M. P. L. diploma ... | Males | ... | 1 | ... | ... | 1 | 55 | ... | ... | ... | 55 |
| | Females | ... | ... | 1 | ... | 1 | ... | 6 | ... | ... | 6 |
| Title or other Oriental examinations conducted by authorities other than Universities or taken by students in institutions of non-Collegiate grade. — Sanskrit | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Arabic ... | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Persian | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Pali ... | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Other school examinations | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |

## GENERAL TABLE VI—CONCLUDED.

### DURING THE PERIOD FROM 1ST APRIL 1916 TO 30TH JUNE 1916.—*concluded.*

| NUMBER PASSED. | | | | | RACE OR CREED OF PASSED SCHOLARS. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | *Hindus.* | | | | | | | |
| Institutions under public management. | Aided institutions. | Other institutions. | Private students. | Total. | Europeans and Anglo-Indians. | Indian Christians. | Brahmans. | Non-Brahmans. | Sikhs. | Muhammadans. | Buddhists. | Parsis. | Others. | REMARKS. |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| | | | | | | | | | | | | | | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ...

GENERAL

## RETURN SHOWING THE DISTRIBUTION OF LOCAL BOARDS AND MUNICIPAL EXPEN

| OBJECTS OF EXPENDITURE. | EXPENDITURE OF LOCAL BOARDS IN INSTITUTIONS MANAGED | | | | | | |
|---|---|---|---|---|---|---|---|
| | Number of Institutions. | Number of Scholars on the rolls on 31st March | Average number on the rolls monthly during the year. | Average daily attendance. | Provincial grants. | Local funds. | Municipal grants. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| | | | | | Rs. | Rs. | Rs. |
| **UNIVERSITY EDUCATION.** | | | | | | | |
| *Arts Colleges.* | | | | | | | |
| English ... for males | ... | ... | ... | ... | ... | ... | ... |
| ... for females | ... | ... | ... | ... | ... | ... | ... |
| Oriental ... for males | ... | ... | ... | ... | ... | ... | ... |
| ... for females | ... | ... | ... | ... | ... | ... | ... |
| *Colleges or Departments of Colleges for Professional Training.* | | | | | | | |
| Law ... for males | ... | ... | ... | ... | ... | ... | ... |
| ... for females | ... | ... | ... | ... | ... | ... | ... |
| Medicine ... for males | ... | ... | ... | ... | ... | ... | ... |
| ... for females | ... | ... | ... | ... | ... | ... | ... |
| Engineering ... for males | ... | ... | ... | ... | ... | ... | ... |
| ... for females | ... | ... | ... | ... | ... | ... | ... |
| Teaching ... for males | ... | ... | ... | ... | ... | ... | ... |
| ... for females | ... | ... | ... | ... | ... | ... | ... |
| Agriculture ... for males | ... | ... | ... | ... | ... | ... | ... |
| ... for females | ... | ... | ... | ... | ... | ... | ... |
| Total ... | ... | ... | ... | ... | ... | ... | ... |
| **SCHOOL EDUCATION, GENERAL.** | | | | | | | |
| *Secondary Schools* | | | | | | | |
| High Schools for males ... | 8 | 2,283 | 2,237 | 2,164 | ... | 29,029 | 1,501 |
| Middle Schools for males ... English | 36 | 8,284 | 8 446 | 7,559 | ... | 43,162 | 8,265 |
| ... Vernacular | 136 | 25,950 | 26,967 | 24,122 | ... | 2,44,094 | 6,982 |
| High Schools for females ... | ... | ... | ... | ... | ... | ... | ... |
| Middle Schools for females ... English | ... | ... | ... | ... | ... | ... | ... |
| ... Vernacular | 6 | 979 | 932 | 773 | | 12,603 | ... |
| Total ... | 186 | 37,496 | 38,582 | 34.61[illegible] | ... | 3,29,188 | 16,748 |
| *Primary Schools.* | | | | | | | |
| For males ... ... ... ... | 3,305 | 168,888 | 160,358 | 139,828 | ... | 10,57,095 | 968 |
| For females ... ... ... ... | 437 | 16,583 | 15,978 | 13,163 | ... | 1,38,368 | 744 |
| Total ... | 3,742 | 185,471 | 176,336 | 152,991 | ... | 11,95,463 | 1,712 |
| **SCHOOL EDUCATION, SPECIAL.** | | | | | | | |
| Training Schools ... for males | ... | ... | ... | ... | ... | 2,963 | ... |
| ... for females | ... | ... | ... | ... | ... | ... | ... |
| Schools of Art ... for males | ... | ... | ... | | ... | ... | ... |
| ... for females | ... | ... | ... | ... | ... | ... | ... |
| Law Schools ... for males | ... | ... | ... | ... | ... | ... | ... |
| ... for females | ... | ... | ... | ... | ... | ... | ... |
| Medical Schools ... for males | ... | ... | ... | ... | ... | ... | ... |
| ... for females | ... | ... | ... | ... | ... | ... | ... |
| Engineering and Surveying Schools for males | ... | ... | ... | ... | ... | ... | ... |
| for females | ... | ... | ... | ... | ... | ... | ... |
| Technical and Industrial Schools ... for males | 13 | 1,030 | 1,003 | 871 | ... | 34,582 | 403 |
| ... for females | ... | ... | ... | ... | ... | ... | ... |
| Commercial Schools ... for males | ... | ... | ... | ... | ... | ... | ... |
| ... for females | ... | ... | ... | ... | ... | ... | ... |
| Agricultural Schools ... for males | ... | ... | ... | ... | ... | ... | ... |
| ... for females | ... | ... | ... | ... | ... | ... | ... |
| Other Schools ... for males | ... | ... | ... | ... | ... | ... | ... |
| ... for females | ... | ... | ... | ... | ... | ... | ... |
| Total | 13 | 1,030 | 1,003 | 871 | ... | 37,545 | 403 |
| **TOTAL DIRECT EXPENDITURE** ... | 3,941 | 223,997 | 215,921 | 188,480 | ... | 15,62,196 | 18,863 |
| *Buildings, furniture and apparatus* ... | ... | ... | ... | ... | ... | 5,23 265 | ... |
| University ... ... ... | ... | ... | ... | ... | ... | ... | ... |
| Inspection ... ... ... | ... | ... | ... | ... | ... | ... | ... |
| Scholarships held in— | | | | | | | |
| Arts Colleges ... ... | ... | ... | ... | ... | ... | ... | ... |
| Medical Colleges ... ... | ... | ... | ... | ... | ... | ... | ... |
| Other Professional Colleges ... | ... | ... | ... | ... | ... | ... | ... |
| Secondary Schools ... ... | ... | ... | ... | ... | ... | ... | ... |
| Primary Schools ... ... | ... | ... | ... | ... | ... | ... | ... |
| Medical Schools ... | ... | ... | ... | ... | ... | ... | ... |
| Technical and Industrial Schools ... | ... | ... | ... | ... | ... | ... | ... |
| Other Special Schools ... ... | ... | ... | ... | ... | ... | ... | ... |
| Miscellaneous ... ... | ... | ... | ... | ... | ... | ... | ... |
| Boarding-Houses (recurring xpenditure) ... | ... | ... | ... | ... | ... | ... | ... |
| TOTAL INDIRECT EXPENDITURE ... | ... | ... | ... | ... | ... | 5,23,265 | ... |
| GRAND TOTAL ... | 3,941 | 223,997 | 215,921 | 188,480 | ... | 20,85,461 | 18,863 |

# TABLE VII.

## DITURE ON PUBLIC INSTRUCTION IN THE PUNJAB FOR THE OFFICIAL YEAR 1916-17.

| ON PUBLIC INSTRUCTION. | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| BY LOCAL BOARDS. | | | | IN INSTITUTIONS MANAGED BY | | | | |
| Fees. | Endowments. | Subscriptions and other sources. | Total. | Government. | Municipal Boards. | Private persons or associations. | Total Local Boards' Expenditure on Public Instruction. | REMARKS. |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | |
| ... | ... | ... | ... | ... | ... | 300 | 300 | |
| ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | 3,326 | ... | ... | 3,326 | |
| ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | 3,326 | ... | 300 | 3,626 | |
| ... | ... | ... | ... | 3,326 | ... | 300 | 3,626 | |
| 48,254 | 106 | ... | 78,890 | 75 | 3,160 | 11,317 | 43,581 | |
| 1,11,296 | 2,294 | 5,523 | 1,70,540 | ... | 7,139 | 13,156 | 63,457 | |
| 60,221 | 227 | 897 | 3,12,421 | ... | 4,566 | 2,724 | 2,51,384 | |
| ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | 290 | 290 | |
| ... | ... | ... | 12,903 | ... | ... | 3,214 | 16,117 | |
| 2,19,771 | 2,627 | 6,420 | 5,74,754 | 75 | 14,865 | 30,701 | 3,74,829 | |
| 88,329 | 998 | 1,243 | 11,48,633 | ... | 492 | 1,44,963 | 12,02,550 | |
| 8 | 137 | 509 | 1,39,766 | ... | 384 | 35,924 | 1,74,676 | |
| 88,337 | 1,135 | 1,752 | 12,88,399 | ... | 876 | 1,80,887 | 13,77,226 | |
| ... | ... | ... | 2,963 | ... | ... | ... | 2,963 | |
| ... | ... | ... | ... | ... | 171 | ... | 171 | |
| ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | |
| 990 | 148 | ... | 36,128 | ... | ... | 636 | 35,218 | |
| ... | ... | ... | ... | ... | ... | 3,311 | 3,311 | |
| ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | |
| 990 | 148 | ... | 39,091 | ... | 171 | 3,947 | 41,663 | |
| 3,09,098 | 3,910 | 8,172 | 19,02,244 | 3,401 | 15,912 | 2,15,835 | 17,97,344 | |
| ... | 58 | 69,183 | 5,92,506 | ... | 476 | ... | 5,23,741 | |
| ... | ... | ... | ... | ... | ... | ... | | |
| ... | ... | ... | ... | ... | ... | ... | 56,579 | |
| ... | ... | ... | ... | ... | ... | ... | 2,647 | |
| ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | 1,970 | |
| ... | ... | ... | ... | ... | ... | ... | 83,575 | |
| ... | ... | ... | ... | ... | ... | ... | 1,359 | |
| ... | ... | ... | ... | ... | ... | ... | 572 | |
| ... | ... | ... | ... | ... | ... | ... | 6,554 | |
| ... | ... | ... | ... | ... | ... | ... | 564 | |
| ... | ... | ... | ... | ... | ... | ... | 31,762 | |
| ... | ... | ... | ... | ... | ... | ... | 33,593 | |
| ... | 58 | 69,183 | 5,92,506 | ... | 476 | ... | 7,42,916 | |
| 3,09,098 | 3,968 | 77,355 | 24,94,750 | 3,401 | 16,388 | 2,15,835 | 25,40,260 | |

# GENERAL

## RETURN SHOWING THE DISTRIBUTION OF LOCAL BOARDS AND MUNICIPAL EXPEN

| OBJECTS OF EXPENDITURE. | EXPENDITURE OF MUNICIPAL | | | | | | |
|---|---|---|---|---|---|---|---|
| | IN INSTITUTIONS MANAGED BY | | | | | | |
| | Number of Institutions. | Number of scholars on the rolls on 31st March. | Average number on the rolls monthly during the year. | Average daily attendance. | Provincial grants. | Municipal rates. | Local Boards' grants. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| | | | | | Rs. | Rs. | Rs. |
| **UNIVERSITY EDUCATION.** | | | | | | | |
| *Arts Colleges.* | | | | | | | |
| English ... ... ... for males | ... | ... | ... | ... | ... | ... | ... |
| English ... ... ... for females | ... | ... | ... | ... | ... | ... | ... |
| Oriental ... ... ... for males | ... | ... | ... | ... | ... | ... | ... |
| Oriental ... ... ... for females | ... | ... | ... | ... | ... | ... | ... |
| *Colleges or Departments of Colleges for Professional Training.* | | | | | | | |
| Law ... ... ... for males | ... | ... | ... | ... | ... | ... | ... |
| Law ... ... ... for females | ... | ... | ... | ... | ... | ... | ... |
| Medicine ... ... ... for males | ... | ... | ... | ... | ... | ... | ... |
| Medicine ... ... ... for females | ... | ... | ... | ... | ... | ... | ... |
| Engineering ... ... for males | ... | ... | ... | ... | ... | ... | ... |
| Engineering ... ... for females | ... | ... | ... | ... | ... | ... | ... |
| Teaching ... ... for males | ... | ... | ... | ... | ... | ... | ... |
| Teaching ... ... for females | ... | ... | ... | ... | ... | ... | ... |
| Agriculture ... ... for males | ... | ... | ... | ... | ... | ... | ... |
| Agriculture ... ... for females | ... | ... | ... | ... | ... | ... | ... |
| Total ... | ... | ... | ... | ... | ... | ... | ... |
| **SCHOOL EDUCATION, GENERAL.** | | | | | | | |
| *Secondary Schools.* | | | | | | | |
| High Schools for males ... ... | 7 | 2,562 | 2,677 | 2,375 | ... | 16,692 | 3,160 |
| Middle Schools for males ... English | 29 | 7,489 | 7,456 | 6,584 | ... | 43,888 | 7,139 |
| Middle Schools for males ... Vernacular | 12 | 2,064 | 2,114 | 1,890 | ... | 15,607 | 4,566 |
| High Schools for females ... ... | ... | ... | ... | ... | ... | ... | ... |
| Middle Schools for females ... English | ... | ... | ... | ... | ... | ... | ... |
| Middle Schools for females ... Vernacular | 14 | 2,333 | 2,114 | 1,680 | ... | 35,192 | ... |
| Total ... | 62 | 14,398 | 14,361 | 12,529 | ... | 1,11,379 | 14,865 |
| *Primary Schools.* | | | | | | | |
| For males ... ... ... | 107 | 10,595 | 9,966 | 8,459 | ... | 82,023 | 492 |
| For females ... ... ... | 164 | 9,856 | 9,300 | 7,366 | ... | 83,150 | 384 |
| Total ... | 271 | 20,451 | 19,266 | 15,825 | ... | 1,65,173 | 876 |
| **SCHOOL EDUCATION, SPECIAL.** | | | | | | | |
| Training Schools ... ... for males | ... | ... | ... | ... | ... | ... | ... |
| Training Schools ... ... for females | 5 | 85 | 88 | 85 | 2,557 | 4,157 | 171 |
| Schools of Art ... ... for males | ... | ... | ... | ... | ... | ... | ... |
| Schools of Art ... ... for females | ... | ... | ... | ... | ... | ... | ... |
| Law Schools ... ... for males | ... | ... | ... | ... | ... | ... | ... |
| Law Schools ... ... for females | ... | ... | ... | ... | ... | ... | ... |
| Medical Schools ... ... for males | ... | ... | ... | ... | ... | ... | ... |
| Medical Schools ... ... for females | ... | ... | ... | ... | ... | ... | ... |
| Engineering and Surveying Schools for males | ... | ... | ... | ... | ... | ... | ... |
| Engineering and Surveying Schools for females | ... | ... | ... | ... | ... | ... | ... |
| Technical and Industrial Schools ... for males | 9 | 766 | 773 | 655 | ... | 20,936 | ... |
| Technical and Industrial Schools ... for females | ... | ... | ... | ... | ... | ... | ... |
| Commercial Schools ... ... for males | ... | ... | ... | ... | ... | ... | ... |
| Commercial Schools ... ... for females | ... | ... | ... | ... | ... | ... | ... |
| Agricultural Schools ... ... for males | ... | ... | ... | ... | ... | ... | ... |
| Agricultural Schools ... ... for females | ... | ... | ... | ... | ... | ... | ... |
| Other Schools ... ... for males | ... | ... | ... | ... | ... | ... | ... |
| Other Schools ... ... for females | ... | ... | ... | ... | ... | ... | ... |
| Total ... | 14 | 851 | 861 | 740 | 2,557 | 25,093 | 171 |
| TOTAL DIRECT EXPENDITURE ... | 347 | 35,700 | 34,488 | 29,094 | 2,557 | 3,01,645 | 15,912 |
| *Buildings, furniture and apparatus* ... | ... | ... | ... | ... | ... | 86,459 | 476 |
| University ... ... ... | ... | ... | ... | ... | ... | ... | ... |
| Inspection ... ... ... | ... | ... | ... | ... | ... | ... | ... |
| Scholarships held in — | | | | | | | |
| Arts Colleges ... ... | ... | ... | ... | ... | ... | ... | ... |
| Medical Colleges ... ... | ... | ... | ... | ... | ... | ... | ... |
| Other Professional Colleges ... | ... | ... | ... | ... | ... | ... | ... |
| Secondary Schools ... | ... | ... | ... | ... | ... | ... | ... |
| Primary Schools ... ... | ... | ... | ... | ... | ... | ... | ... |
| Medical Schools ... ... | ... | ... | ... | ... | ... | ... | ... |
| Technical and Industrial Schools ... | ... | ... | ... | ... | ... | ... | ... |
| Other Special Schools ... ... | ... | ... | ... | ... | ... | ... | ... |
| Miscellaneous ... ... ... | ... | ... | ... | ... | ... | ... | ... |
| Boarding-Houses (recurring expenditure) ... | ... | ... | ... | ... | ... | ... | ... |
| TOTAL INDIRECT EXPENDITURE ... | ... | ... | ... | ... | ... | 86,459 | 476 |
| GRAND TOTAL ... | 347 | 35,700 | 34,488 | 29,094 | 2,557 | 3,88,104 | 16,388 |

## TABLE VII—CONCLUDED.

## DITURE ON PUBLIC INSTRUCTION IN THE PUNJAB FOR THE OFFICIAL YEAR 1916-17—*concld.*

| BOARDS ON PUBLIC INSTRUCTION. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| MUNICIPAL BOARDS. | | | | IN INSTITUTIONS MANAGED BY | | | | | |
| Fees. | Endowments. | Subscriptions and other sources. | Total. | Government. | Local Boards. | Private persons or associations. | Total Municipal Expenditure on Public Instruction. | Total Expenditure of Local and Municipal Boards on Public Instruction. | REMARKS. |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | |
| ... | ... | ... | ... | ... | ... | 967 | 967 | 1,267 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | 365 | ... | ... | 365 | 3,691 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | 365 | ... | 967 | 1,332 | 4,958 | |
| 51,421 | ... | 52 | 71,325 | 100 | 1,501 | 66,664 | 84,957 | 1,28,538 | |
| 89,840 | 649 | 895 | 1,42,411 | ... | 8,265 | 9,131 | 61,284 | 1,24,741 | |
| 4,762 | ... | 1 | 24,936 | ... | 6,982 | ... | 22,589 | 2,73,973 | |
| ... | ... | ... | ... | ... | ... | 6,211 | 6,211 | 6,211 | |
| ... | ... | ... | ... | ... | ... | 3,217 | 3,217 | 3,507 | |
| 1 | 1 | ... | 35,194 | | ... | 21,911 | 57,103 | 73,220 | |
| 1,46,024 | 650 | 948 | 2,73,866 | 100 | 16,748 | 1,07,134 | 2,35,361 | 6,10,190 | |
| 17,795 | 239 | 3 | 1,00,552 | ... | 968 | 36,298 | 1,19,289 | 13,21,839 | |
| 1 | 4 | 28 | 83,567 | ... | 744 | 33,254 | 1,17,148 | 2,91,824 | |
| 17,796 | 243 | 31 | 1,84,119 | ... | 1,712 | 69,552 | 2,36,437 | 16,13,663 | |
| ... | ... | ... | ... | ... | ... | ... | ... | 2,963 | |
| ... | ... | ... | 6,885 | ... | ... | ... | 4,157 | 4,328 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 1,285 | ... | 162 | 22,383 | ... | 408 | 2,269 | 23,613 | 58,831 | |
| ... | ... | ... | ... | ... | ... | ... | ... | 3,311 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 1,285 | ... | 162 | 29,268 | ... | 408 | 2,269 | 27,770 | 69,433 | |
| 1,65,105 | 893 | 1,141 | 4,87,253 | 465 | 18,868 | 1,79,922 | 5,00,900 | 22,98,244 | |
| ... | ... | ... | 86,935 | ... | ... | 538 | 86,997 | 6,10,738 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | 6,042 | 62,621 | |
| ... | ... | ... | ... | ... | ... | ... | 2,651 | 5,298 | |
| ... | ... | ... | ... | ... | ... | ... | 350 | 350 | |
| ... | ... | ... | ... | ... | ... | ... | 1,008 | 2,978 | |
| ... | ... | ... | ... | ... | ... | ... | 18,413 | 1,01,988 | |
| ... | ... | ... | ... | ... | ... | ... | 398 | 1,757 | |
| ... | ... | ... | ... | ... | ... | ... | 13 | 585 | |
| ... | ... | ... | ... | ... | ... | ... | 2,277 | 8,331 | |
| ... | ... | ... | ... | ... | ... | ... | ... | 564 | |
| ... | ... | ... | ... | ... | ... | ... | 16,227 | 47,989 | |
| ... | ... | ... | ... | ... | ... | ... | 7,688 | 41,281 | |
| ... | ... | ... | 86,935 | ... | ... | 538 | 1,42,064 | 8,84,980 | |
| 1,65,105 | 893 | 1,141 | 5,74,188 | 465 | 18,868 | 1,80,460 | 6,42,964 | 31,83,224 | |

# GENERAL TABLE VIII.

## ATTENDANCE AND EXPENDITURE IN HOSTELS OR BOARDING-HOUSES FOR THE OFFICIAL YEAR 1916-17.

| | Number of | | Number of boarders who are students of | | | | | Capital expenditure from | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Hostels or boarding houses. | Boarders. | Arts Colleges. | Colleges for Professional Training. | Secondary Schools. | Primary Schools. | Special Schools. | Provincial revenues. | Local or Municipal funds. | Endowments. | Subscriptions and other sources. | Fees. | Total. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| | | | | | | | | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. |
| MANAGED BY GOVERNMENT— | | | | | | | | | | | | | |
| Males ... | 53 | 4,309 | 313 | 478 | 2,290 | 33 | 1,195 | 11,844 | ... | ... | ... | 5,021 | 16,865 |
| Females ... | 4 | 446 | ... | ... | 396 | 8 | 42 | ... | ... | ... | ... | ... | ... |
| MANAGED BY LOCAL OR MUNICIPAL BOARDS— | | | | | | | | | | | | | |
| Males ... | 235 | 6,399 | ... | ... | 5,992 | 353 | 54 | ... | 54,949 | 5 | 6 | 10,178 | 65,188 |
| Females ... | 5 | 46 | ... | ... | ... | ... | 46 | ... | ... | ... | ... | ... | ... |
| AIDED BY GOVERNMENT OR BY LOCAL OR MUNICIPAL BOARDS— | | | | | | | | | | | | | |
| Males ... | 92 | 5,964 | 714 | 13 | 5,062 | 146 | 29 | 27,858 | 1,204 | 6,214 | 45,760 | 13,798 | 94,834 |
| Females ... | 27 | 1,496 | 10 | 38 | 1,136 | 198 | 114 | 344 | 522 | 729 | ... | 58 | 1,653 |
| UNAIDED— | | | | | | | | | | | | | |
| Males ... | 87 | 5,077 | 1,372 | 102 | 3,283 | 230 | 90 | ... | ... | 32,648 | 9,361 | 18,270 | 60,279 |
| Females ... | 18 | 1,191 | ... | ... | 805 | 360 | 26 | ... | ... | 4,221 | 288 | 1,037 | 5,546 |
| TOTAL— | | | | | | | | | | | | | |
| Males ... | 467 | 21,749 | 2,399 | 593 | 16,627 | 762 | 1,368 | 39,702 | 56,153 | 38,867 | 55,127 | 47,267 | 2,37,116 |
| Females ... | 54 | 3,179 | 10 | 38 | 2,337 | 566 | 228 | 344 | 522 | 4,950 | 288 | 1,095 | 7,199 |
| GRAND TOTAL ... | 521 | 24,928 | 2,409 | 631 | 18,964 | 1,328 | 1,596 | 40,046 | 56,675 | 43,817 | 55,415 | 48,362 | 2,44,315 |

# GENERAL TABLE IX.

## NUMBER AND QUALIFICATION OF TEACHERS IN THE PUNJAB FOR THE OFFICIAL YEAR 1916-17.

| | | | (a) In Primary Schools. | | | | | | (b) In Middle Schools. | | | | | | (c) In High Schools. | | | | | | (d) In Colleges | | | | | | Grand Total. | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Government. | Board. | Municipal. | Aided. | Unaided. | Total. | Government. | Board. | Municipal. | Aided. | Unaided. | Total. | Government. | Board. | Municipal. | Aided. | Unaided. | Total. | Government. | Board. | Municipal. | Aided. | Unaided. | Total. | | |
| 1 | | | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| *In Schools for Indians.* | Teachers for vernacular | Trained ... | 32 | 4,443 | 282 | 310 | 40 | 5,107 | 5 | 1,199 | 260 | 228 | 61 | 1,753 | 192 | 32 | 41 | 435 | 36 | 736 | ... | | ... | ... | ... | ... | 7,596 | |
| | | Untrained ... | 1 | 1,868 | 450 | 2,109 | 240 | 4,668 | 4 | 244 | 133 | 313 | 48 | 742 | 83 | 16 | 12 | 242 | 43 | 396 | ... | ... | ... | ... | ... | ... | 5,806 | |
| | | Total .. | 33 | 6,311 | 732 | 2,419 | 280 | 9,775 | 9 | 1,443 | 393 | 541 | 109 | 2,495 | 275 | 48 | 53 | 677 | 79 | 1,132 | ... | ... | .. | ... | ... | ... | 13,402 | |
| | Anglo-vernacular teachers and teachers of Classical Languages. | Trained ... | 11 | 2 | 6 | 17 | 7 | 43 | 3 | 128 | 118 | 107 | 45 | 401 | 293 | 58 | 49 | 447 | 69 | 916 | 2 | ... | .. | 9 | 3 | 14 | 1,374 | |
| | | Untrained ... | ... | ... | 5 | 33 | 12 | 50 | 10 | 79 | 54 | 97 | 58 | 298 | 151 | 22 | 16 | 336 | 97 | 622 | 25 | | ... | 82 | 37 | 144 | 1,114 | |
| | | Total ... | 11 | 2 | 11 | 50 | 19 | 93 | 13 | 207 | 172 | 204 | 103 | 699 | 444 | 80 | 65 | 783 | 166 | 1,538 | 27 | ... | ... | 91 | 40 | 158 | 2,488 | |
| | | Possessing a degree. | ... | ... | 1 | 2 | 1 | 4 | 2 | 21 | 14 | 41 | 15 | 93 | 160 | 24 | 21 | 271 | 54 | 530 | 27 | ... | ... | 77 | 38 | 142 | 769 | |
| | | Possessing no degree. | 11 | 2 | 10 | 48 | 18 | 89 | 11 | 186 | 158 | 163 | 88 | 606 | 284 | 56 | 44 | 512 | 112 | 1,008 | ... | . | ... | 14 | 2 | 16 | 1,719 | |
| | | Total ... | 11 | 2 | 11 | 50 | 19 | 93 | 13 | 207 | 172 | 204 | 103 | 699 | 444 | 80 | 65 | 783 | 166 | 1,538 | 27 | ... | | 91 | 40 | 158 | 2,488 | |
| *In Schools for Europeans.* | | Trained ... | ... | ... | .. | 7 | .. | 7 | ... | ... | | 40 | ... | 40 | 28 | ... | ... | 52 | ... | 80 | | ... | ... | ... | ... | ... | 127 | |
| | | Untrained ... | ... | ... | ... | 8 | ... | 8 | ... | ... | ... | 30 | .. | 30 | 10 | ... | ... | 34 | .. | 44 | ... | ... | ... | ... | ... | ... | 82 | |
| | | Total ... | | ... | | 15 | ... | 15 | ... | ... | ... | 70 | ... | 70 | 38 | ... | ... | 86 | ... | 124 | ... | ... | ... | ... | .. | ... | 209 | |
| | | Possessing a degree | ... | .. | ... | ... | ... | ... | ... | ... | | 3 | ... | 3 | 4 | ... | ... | 11 | ... | 15 | ... | ... | ... | ... | ... | ... | 18 | |
| | | Possessing no degree. | ... | ... | ... | 15 | ... | 15 | ... | ... | ... | 67 | | 67 | 34 | ... | ... | 75 | ... | 109 | ... | ... | ... | ... | ... | ... | 191 | |
| | | Total ... | | | ... | 15 | ... | 15 | ... | ... | ... | 70 | ... | 70 | 38 | ... | | 86 | ... | 124 | ... | ... | ... | ... | ... | ... | 209 | |
| Grand Total of all Teachers ... | | | 44 | 6,313 | 743 | 2,484 | 299 | 9,883 | 22 | 1,650 | 565 | 815 | 212 | 3,264 | 757 | 128 | 118 | 1,546 | 245 | 2,794 | 27 | ... | ... | 91 | 40 | 158 | 16,099 | |

# GENERAL TABLE X.

## CLASSIFICATION OF PUPILS BY AGES IN THE PUNJAB FOR 1916-17.

| Ages. | Schools for General Education. | | | | | | | | | | | Arts Colleges. | | | | | | | Grand Total. | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | I. | II. | III. | IV. | V. | VI. | VII. | VIII. | IX. | X. | Total. | 1st year. | 2nd year. | 3rd year. | 4th year. | 5th year. | 6th year or Post-Graduate Class. | Total. | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| Below 5 ... ... ... | 1,094 | 12 | 1 | ... | ... | ... | ... | ... | ... | ... | 1,107 | ... | ... | ... | ... | ... | ... | ... | 1,107 | |
| 5 to 6 ... ... ... | 23,349 | 367 | 13 | 2 | ... | ... | ... | ... | ... | ... | 23,731 | ... | ... | .. | ... | ... | ... | ... | 23,731 | |
| 6 to 7 ... ... ... | 36,925 | 2,872 | 302 | 30 | ... | ... | ... | ... | ... | ... | 40,129 | . | .. | ... | .... | ... | ... | ... | 40,129 | |
| 7 to 8 ... ... ... | 35,739 | 9,006 | 2,170 | 335 | 73 | ... | ... | ... | ... | ... | 47,323 | ... | ... | .. | ... | ... | | ... | 47,323 | |
| 8 to 9 ... ... ... | 28,936 | 14,691 | 6,606 | 1,623 | 399 | 1 | ... | ... | ... | | 52,256 | ... | ... | ... | ... | ... | .... | .. | 52,256 | |
| 9 to 10 ... ... ... | 15,561 | 15,154 | 10,855 | 4,365 | 1,426 | 69 | 4 | ... | ... | | 47,434 | ... | ... | .. | ... | ... | ... | ... | 47,434 | |
| 10 to 11 ... ... ... | 9,332 | 11,854 | 11,914 | 7,997 | 3,768 | 392 | 27 | 4 | ... | ... | 45,288 | ... | ... | ... | ... | | ... | ... | 45,288 | |
| 11 to 12 ... ... ... | 4,818 | 6,704 | 11,454 | 8,694 | 6,391 | 1,467 | 318 | 30 | 3 | ... | 39,879 | ... | ... | ... | .. | ... | ... | ... | 39,879 | |
| 12 to 13 ... ... ... | 2,537 | 3,636 | 6,061 | 8,811 | 7,456 | 2,622 | 1,035 | 165 | 9 | ... | 32,332 | ... | ... | ... | ... | ... | ... | ... | 32,332 | |
| 13 to 14 ... ... ... | 1,276 | 2,067 | 3,388 | 5,260 | 7,406 | 3,545 | 2,091 | 742 | 96 | 7 | 25,878 | ... | ... | ... | ... | ... | ... | ... | 25,878 | |
| 14 to 15 ... ... ... | 514 | 732 | 1,425 | 2,423 | 4,508 | 3,489 | 2,560 | 1,622 | 502 | 57 | 17,832 | ... | ... | ... | ... | ... | ... | ... | 17,832 | |
| 15 to 16 ... ... ... | 248 | 377 | 683 | 1,303 | 2,416 | 2,454 | 2,744 | 1,915 | 875 | 352 | 13,362 | 17 | ... | ... | ... | ... | ... | 17 | 13,379 | |
| 16 to 17 ... ... ... | 115 | 219 | 244 | 556 | 1,090 | 1,316 | 1,786 | 1,960 | 1,173 | 735 | 9,194 | 157 | 36 | ... | ... | | ... | 193 | 9,387 | |
| 17 to 18 ... ... ... | 63 | 57 | 90 | 209 | 499 | 657 | 1,047 | 1,514 | 1,389 | 1,008 | 6,533 | 265 | 182 | 18 | ... | | ... | 465 | 6,998 | |
| 18 to 19 ... ... ... | 33 | 20 | 34 | 57 | 149 | 244 | 544 | 747 | 1,094 | 1,031 | 3,953 | 303 | 277 | 99 | 34 | ... | ... | 713 | 4,666 | |
| 19 to 20 ... ... ... | 18 | 8 | 12 | 21 | 78 | 114 | 215 | 399 | 584 | 863 | 2,312 | 230 | 332 | 179 | 160 | ... | ... | 901 | 3,213 | |
| Over 20 ... ... ... | 172 | 48 | 67 | 43 | 52 | 32 | 120 | 214 | 313 | 758 | 1,819 | 220 | 399 | 343 | 678 | 84 | 78 | 1,802 | 3,621 | |
| Total ... | 160,725 | 67,824 | 55,319 | 41,729 | 35,711 | 16,402 | 12,491 | 9,312 | 6,038 | 4,811 | 410,362 | 1,192 | 1,226 | 639 | 872 | 84 | 78 | 4,091 | *414,453 | |

*In addition there were 145 students in the various Departments of the Oriental College, Lahore.

# GENERAL TABLE XI.

## STATEMENT SHOWING PARTICULARS OF MAKTABS, MULLA SCHOOLS AND PATHSHALAS IN THE PUNJAB FOR THE OFFICIAL YEAR 1916-17.

| Particulars. | | Classed in General Table III as "Primary Schools." | Classed in General Table III as "Other Schools." | Classed in General Table III as "Private Institutions." | Total. |
|---|---|---|---|---|---|
| 1 | | 2 | 3 | 4 | 5 |
| **MAKTABS.** | | No. | No. | No. | No. |
| 1. Institutions ... ... ... | for boys ... | 1,019 | ... | 779 | 1,798 |
| | for girls ... | 210 | ... | 350 | 460 |
| 2. Pupils ... ... ... | for boys ... | 41,754 | ... | 14,851 | 56,605 |
| | for girls ... | 4,249 | ... | 5,680 | 9,929 |
| | | Rs. | Rs. | Rs. | Rs. |
| 3. Expenditure from Provincial Funds ... ... | | ... | ... | ... | ... |
| 4. Expenditure from District or Local Funds ... ... | | 1,31,410 | ... | ... | 1,31,410 |
| 5. Expenditure from Municipal Funds ... ... | | 14,017 | ... | ... | 14,017 |
| 6. Fees ... ... ... ... ... | | 4,712 | ... | ... | 4,712 |
| 7. Other sources ... ... ... ... | | 22,620 | ... | ... | 22,620 |
| 8. Total expenditure ... ... ... ... | | 1,72,759 | ... | ... | 1,72,759 |
| **MULLA SCHOOLS.** | | No. | No. | No. | No. |
| 1. Institutions ... ... ... | for boys ... | 2 | ... | 828 | 830 |
| | for girls ... | ... | ... | 459 | 459 |
| 2. Pupils ... ... ... | for boys ... | 74 | ... | 13,081 | 13,155 |
| | for girls ... | ... | ... | 6,307 | 6,307 |
| | | Rs. | Rs. | Rs. | Rs. |
| 3. Expenditure from Provincial Funds ... ... | | ... | ... | ... | ... |
| 4. Expenditure from District or Local Funds ... ... | | ... | ... | ... | ... |
| 5. Expenditure from Municipal Funds ... ... | | 230 | ... | ... | 230 |
| 6. Fees ... ... ... ... ... | | ... | ... | ... | ... |
| 7. Other sources ... ... ... ... | | 40 | ... | ... | 40 |
| 8. Total expenditure ... ... ... ... | | 270 | ... | ... | 270 |
| **PATHSHALAS.** | | No. | No. | No. | No. |
| 1. Institutions ... ... ... | for boys ... | 172 | ... | 417 | 589 |
| | for girls ... | 77 | ... | 47 | 124 |
| 2. Pupils ... ... ... | for boys ... | 6,283 | ... | 12,887 | 19,170 |
| | for girls ... | 2,571 | ... | 950 | 3,521 |
| | | Rs. | Rs. | Rs. | Rs. |
| 3. Expenditure from Provincial Funds ... ... | | 240 | ... | ... | 240 |
| 4. Expenditure from District or Local Funds ... ... | | 20,724 | ... | ... | 20,724 |
| 5. Expenditure from Municipal Funds ... ... | | 8,901 | ... | ... | 8,901 |
| 6. Fees ... ... ... ... ... | | 827 | ... | ... | 827 |
| 7. Other sources ... ... ... ... | | 29,432 | ... | ... | 29,432 |
| 8. Total expenditure ... ... ... ... | | 60,124 | ... | ... | 60,124 |

# GENERAL TABLE XII.

## PARTICULARS OF VERNACULAR PRIMARY SCHOOLS FOR BOYS FOR THE YEAR ENDING 31ST MARCH 1917.

| Serial No. | District. | Number of Schools: Under Public Management: Upper. | Lower. | Under Private Management: Aided: Upper. | Lower. | Unaided: Upper. | Lower. | Total. | Number of Scholars: Under Public Management: Upper. | Lower. | Under Private Management: Aided: Upper. | Lower. | Unaided: Upper. | Lower. | Total. | Total Expenditure (direct and indirect) on Schools: Under Public Management. | Aided. | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| | | | | | | | | | | | | | | | | Rs. | Rs. | |
| 1 | Hissar ... ... ... ... | 125 | 18 | 13 | ... | ... | ... | 156 | 3,730 | 625 | 582 | ... | ... | ... | 4,937 | 44,435 | 3,976 | |
| 2 | Rohtak ... ... ... ... | 120 | 10 | 13 | ... | 8 | ... | 151 | 6,117 | 835 | 655 | ... | 214 | ... | 7,821 | 57,054 | 4,834 | |
| 3 | Gurgaon ... ... ... ... | 113 | 8 | 42 | ... | 11 | ... | 175 | 5,051 | 515 | 1,469 | ... | 337 | ... | 7,372 | 43,254 | 9,424 | |
| 4 | Karnal ... ... ... ... | 91 | 20 | 16 | 5 | ... | 2 | 134 | 3,035 | 646 | 614 | 225 | ... | 68 | 4,588 | 35,845 | 5,094 | |
| 5 | Ambala ... ... ... ... | 137 | 4 | 37 | 5 | 13 | 1 | 197 | 6,336 | 536 | 1,435 | 456 | 290 | 29 | 9,082 | 50,146 | 12,138 | |
| 6 | Simla ... ... ... ... | 7 | 9 | 1 | 1 | ... | ... | 18 | 432 | 218 | 34 | 28 | ... | ... | 712 | 12,731 | 1,139 | |
| | Total ... | 593 | 69 | 123 | 11 | 32 | 3 | 831 | 24,701 | 3,375 | 4,789 | 709 | 841 | 97 | 34,512 | 2,43,465 | 36,605 | |
| 7 | Kangra ... ... ... ... | 71 | 17 | 37 | 74 | 2 | 13 | 214 | 4,903 | 673 | 1,421 | 2,212 | 49 | 368 | 9,626 | 44,161 | 16,261 | |
| 8 | Hoshiarpur ... ... ... ... | 161 | 2 | 75 | ... | 7 | ... | 245 | 11,130 | 124 | 3,438 | ... | 222 | ... | 14,914 | 90,286 | 9,332 | |
| 9 | Jullundur ... ... ... ... | 114 | 5 | 22 | 39 | ... | 7 | 187 | 7,376 | 205 | 851 | 1,354 | ... | 229 | 10,015 | 74,917 | 7,672 | |
| 10 | Ludhiana ... ... ... ... | 86 | 6 | 23 | 2 | ... | 4 | 121 | 5,127 | 254 | 935 | 109 | ... | 116 | 6,541 | 36,808 | 4,961 | |
| 11 | Ferozepore ... ... ... ... | 120 | 29 | 27 | 13 | ... | 2 | 191 | 6,109 | 1,142 | 1,013 | 507 | ... | 261 | 9,032 | 67,506 | 9,736 | |
| | Total ... | 552 | 59 | 184 | 128 | 9 | 26 | 958 | 34,645 | 2,398 | 7,658 | 4,182 | 271 | 974 | 50,128 | 3,13,678 | 47,962 | |

| | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 12 | Lahore ... ... ... ... | 102 | 14 | ... | 49 | ... | 8 | 173 | 4,794 | 1,336 | ... | 2,775 | ... | 313 | 9,218 | 42,338 | 19,432 |
| 13 | Amritsar ... ... ... ... | 99 | 12 | 80 | ... | 5 | ... | 196 | 6,361 | 1,692 | 3,067 | ... | 202 | ... | 11,322 | 57,650 | 12,664 |
| 14 | Gurdaspur ... ... ... ... | 145 | 45 | 64 | 1 | ... | 3 | 258 | 8,251 | 1,957 | 2,113 | 83 | ... | 83 | 12,487 | 78,792 | 10,134 |
| 15 | Sialkot ... ... ... ... | 170 | 12 | 94 | ... | ... | 6 | 282 | 12,837 | 1,378 | 4,143 | ... | ... | 464 | 18,882 | 96,332 | 14,001 |
| 16 | Gujranwala ... ... ... ... | 120 | 28 | 50 | 3 | 10 | ... | 211 | 5,882 | 1,134 | 1,785 | 292 | 341 | ... | 9,434 | 47,682 | 14,700 |
| | Total ... | 636 | 111 | 288 | 53 | 15 | 17 | 1,120 | 38,185 | 7,497 | 11,108 | 3,150 | 543 | 860 | 61,343 | 3,22,794 | 70,931 |
| 17 | Gujrat ... ... ... ... | 101 | 2 | 100 | ... | 7 | 1 | 211 | 8,051 | 209 | 5,663 | ... | 336 | 81 | 14,340 | 44,658 | 20,593 |
| 18 | Shahpur ... ... ... ... | 153 | 5 | 40 | ... | 12 | ... | 210 | 6,198 | 380 | 1,392 | ... | 414 | ... | 8,384 | 44,197 | 5,102 |
| 19 | Jhelum ... ... ... ... | 67 | 2 | 64 | ... | 9 | ... | 142 | 5,413 | 178 | 3,518 | ... | 436 | ... | 9,545 | 31,044 | 11,731 |
| 20 | Rawalpindi ... ... ... ... | 94 | 2 | 35 | 3 | 6 | 1 | 141 | 6,392 | 78 | 1,770 | 264 | 314 | 48 | 8,866 | 31,236 | 8,577 |
| 21 | Attock ... ... ... ... | 64 | 2 | 38 | ... | 3 | ... | 107 | 3,231 | 208 | 1,345 | ... | 90 | ... | 4,874 | 21,087 | 4,152 |
| 22 | Mianwali ... ... ... ... | 69 | 17 | 38 | ... | 4 | ... | 128 | 3,412 | 514 | 1,516 | ... | 176 | ... | 5,618 | 33,615 | 5,462 |
| | Total ... | 548 | 30 | 315 | 3 | 41 | 2 | 939 | 32,697 | 1,567 | 15,204 | 264 | 1,766 | 129 | 51,627 | 2,05,837 | 55,617 |
| 23 | Montgomery ... ... ... ... | 85 | 29 | 1 | 1 | 2 | ... | 118 | 3,046 | 991 | 42 | 13 | 201 | ... | 4,293 | 34,832 | 343 |
| 24 | Lyallpur ... ... ... ... | 255 | 28 | 20 | 12 | ... | ... | 315 | 10,422 | 1,172 | 1,090 | 513 | ... | ... | 13,197 | 95,585 | 8,562 |
| 25 | Jhang ... ... ... ... | 84 | 5 | 47 | ... | ... | ... | 136 | 3,867 | 223 | 2,014 | ... | ... | ... | 6,104 | 28,635 | 6,950 |
| 26 | Multan ... ... ... ... | 101 | 38 | 29 | 6 | ... | ... | 174 | 4,758 | 1,719 | 1,213 | 492 | ... | ... | 8,182 | 47,633 | 7,294 |
| 27 | Muzaffargarh ... ... ... ... | 72 | 27 | 39 | ... | 1 | 2 | 141 | 2,432 | 588 | 1,282 | ... | 77 | 205 | 4,584 | 30,641 | 5,669 |
| 28 | Dera Ghazi Khan ... ... ... | 80 | 4 | 27 | 20 | ... | 2 | 133 | 3,464 | 158 | 1,284 | 705 | ... | 46 | 5,657 | 30,771 | 6,115 |
| | Total ... | 677 | 131 | 163 | 39 | 3 | 4 | 1,017 | 27,989 | 4,851 | 6,925 | 1,723 | 278 | 251 | 42,017 | 2,68,097 | 34,933 |
| | GRAND TOTAL ... | 3,006 | 400 | 1,073 | 234 | 100 | 52 | 4,865 | 158,217 | 19,688 | 45,684 | 10,028 | 3,699 | 2,311 | 2,39,627 | 13,53,871 | 2,46,048 |



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The Manager, Imperial Book Depôt, Delhi.

Gulab Singh & Sons, Mufid-i-'Am Press, Lahore.

Manager, Punjab Law Book Depôt, Anarkali Bazar, Lahore.

Rama Krishna & Sons, Book-seller and News Agents, Anarkali Street, Lahore.

Honorary Secretary, Punjab Religious Book Society, Anarkali, Lahore.

N. B. Mathur, Superintendent and Proprietor, Nazir Kanun Hind Press, Allahabad.

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# REPORT

ON THE PROGRESS OF

# EDUCATION

IN THE

# PUNJAB

FOR THE YEAR

# 1917-18.

Lahore:
PRINTED BY THE SUPERINTENDENT GOVERNMENT PRINTING, PUNJAB.
1918.

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*Proceedings of His Honour the Lieutenant-Governor of the Punjab in the (Home—General) Department, No. 23934-Home, dated 30th December* 1918.

READ—

The Report of the Director of Public Instruction, Punjab, for the year ending 31st March 1918.

1. In the last review on education in the Punjab the Lieutenant-Governor had an opportunity of surveying the whole field of progress during the period of five years from 1911-12 to 1916-17. In the year 1917-18, as in recent years, the war hampered the rapid expansion of education which might otherwise have been counted upon. But there has been no real set-back. The number of students in Arts and Professional Colleges shows a steady increase, in secondary schools there has been a slight gain, while the small falling off in pupils in primary schools is probably as much due to an unhealthy season in which plague and malaria were unusually prevalent as to the direct effects of the war. Finally, Government in no way reduced its expenditure on education, the total charges for which rose from 109 to 115 lakhs.

2. The year was marked by a thorough investigation and discussion of the principles of primary and secondary education, and of practical measures for their improvement which are expected to have a very definite bearing on the future of educational policy in the Province. The Lahore Conference of April 1917 examined various subjects, such as the teaching of English, the inauguration and expansion of the provident funds system, the training of oriental teachers and other matters bearing on the general educational welfare of the Province. Other committees have discussed technical, industrial and agricultural education, and in regard to the latter have formulated proposals which have since been accepted as the basis of future policy. But the event which is likely to overshadow all others has been the introduction of a Compulsory Education Bill. The Bill was published for opinion in October 1917. It was, however, introduced into Council only during the current year, and any pronouncement on the subject would be premature in the present review. But it is desirable to take this opportunity of explaining the position in regard to demands made in certain quarters that compulsory primary education should be free.

The draft Bill contains a section permitting local bodies to remit fees for any of the boys required to attend school under the Act, provided that resonable compensation is paid to institutions under private management for any loss in fee income entailed on them by such remission. The need for such a proviso is often overlooked by those who dilate upon the duty of Government to provide 'free primary education.' So far as municipalities are concerned primary education is for the most part supplied by the primary departments of aided secondary schools. Several important municipalities only maintain one lower primary school each. It would cost such municipalities little to remit fees in the municipal schools; but they would thereby be forcing a similar remission on aided schools, who did not wish to lose their poorer pupils.

The case is somewhat different in rural areas where the majority of boys (girls pay no fees) attend board primary schools. These schools are maintained from District Board funds derived mainly from the proceeds of a cess on the land revenue supplemented by Government grants; consequently the children of agriculturists and village menials, who pay this cess, directly or indirectly, are wholly exempt from the payment of tuition fees. The only contribution made by non-agriculturists to the maintenance of board schools, of which they take greater advantage (in proportion to their numbers) than agriculturists, is in the shape of fees; but in their case too the children of parents unable to pay fees may be exempted from payment up to a limit of 25 per cent. of the enrolment in any school.

There can be little doubt that if any parent of the non-agricultural classes is deterred by poverty from sending his boy to school, he is not deterred by the fees which, when paid at all, are paid at the rate of 1, 2, 3, 4, and 5 annas, respectively, in the 1st, 2nd, 3rd, 4th and 5th vernacular classes. The total income from fees in primary schools for boys during the last year

was Rs. 1,49,086, to which must be added the fees paid by boys attending the vernacular classes of secondary schools, possibly amounting to half a lakh more, bringing the total amount paid in fees for vernacular primary education in the Province to about two lakhs of rupees only as against a total expenditure of over 2 lakhs. There is much to be said for the view that these two lakhs can be better employed in extending primary education to the general public, especially in rural areas, than in remitting the almost nominal fees to those who can well afford to pay them. Anyhow the matter is one to be left to local bodies with the proviso above explained.

3. The proposed legislation paved the way for the appointment of a committee on District Board educational finance, which met in October 1917; its recommendations are noticed in later paragraphs of this review, and the orders passed upon it mark a great step forward in the improvement of rural education and for the creation by local bodies with substantial Government aid of the conditions which are essential before the principle of compulsion can be accepted.

4. The demand for collegiate education has in no way slackened. An additional Arts College, the Guru Nanak Khalsa College at Gujranwala, brings the total number of such institutions in the Punjab up to eleven, while the number of students has advanced from 4,221 to 4,597, most of the colleges contributing to the increase. Of mofussil colleges the Khalsa College at Amritsar is making exceptional progress. In a number of cases the demand for admission could not be met and to meet the wants of those who cannot find accommodation in or meet the expense of the Lahore colleges, Government has now under consideration proposals for establishing two second grade colleges outside Lahore. The standard of instruction has throughout been well maintained, the Agricultural College at Lyallpur and the Government School of Engineering at Rasul calling for particular mention. It is gratifying to hear that the transfer of the Clerical and Commercial Classes at Amritsar to the Government High School there has been an unqualified success, and Mr. Richey's proposals for the institution of a diploma for commerce are under the consideration of the University. The professional and technical institutions generally cannot keep pace with the demand for qualified graduates, but while the legal profession is already overstocked the number of admissions to the Law College is increasing by leaps and bounds, perhaps as a result of the limited number of admissions to the other institutions.

5. In view of the special conditions created by the war the building programme of the department has been to a large extent in abeyance. In Lahore itself, a central site, opposite the gate of the Government College, has been purchased for the erection of a hostel to contain 250 students, and the plans and estimates have now been approved by Government. At the Forman Christian College a new block for classes in industrial chemistry was completed during the year. Outside the capital, projects are now in hand for the building of normal schools at Rohtak, Gakhar and Sargodha. The Khalsa College, Amritsar, has been extended by the construction of a new block of cubicles, thanks to the generosity of His Highness the Maharaja of Faridkot, and by additions to the chemical laboratory. Minor works were also carried through at other stations. In commenting upon building operations in secondary schools Mr. Richey remarks that the Sikh community are quick to erect good buildings for their new High Schools, and at the same time sounds a necessary note of warning against the eagerness to open new schools before providing adequate accommodation.

6. The adoption of the vernacular medium for instruction in the middle departments of Anglo-vernacular schools for all subjects except English, a step strongly recommended by the April conference, is a measure which marks a definite break with the past. The change met with practically unanimous support from all interested in education, but the results should be carefully watched, and the Lieutenant-Governor would invite attention to a recent report of the Department of Education in Egypt which attributes the deterioration in the knowledge of English to the substitution 12 years ago of Arabic (the vernacular) for English as the medium of instruction in secondary schools, and recommends a reversal of that policy. Conditions in the Punjab

and Egypt doubtless differ in many respects, but there must also be many points of similarity.

Mr. Richey comments upon the uneven distribution and frequent insufficiency of vernacular middle schools in the Province. The main difficulty appears to lie in the financial inability of local bodies to provide expensive institutions in which the fees charged are low, and this difficulty may be met to some extent by the introduction of English as an optional subject in such schools. In two districts English has already been introduced as an optional subject in vernacular middle schools, and the demand for this subject is likely to be considerable. Here too special care should be taken that those in whose interests English teaching is introduced should pay for it themselves and not throw the cost on the local rates on which primary and vernacular education should be a first charge. The suggestion that the present distinction between vernacular and Anglo-vernacular middle schools may ultimately be eliminated by the addition of English as a voluntary subject is of great interest, the more so as vernacular middle schools form the only training ground for primary school teachers. The instruction in schools of the middle department is generally good, but it is a matter for regret that Urdu should be reported as one of the weakest subjects in the secondary school curriculum. The system of class libraries, containing books suitable to the standard reached, is one which appears to hold out a remedy for a state of affairs that cannot be regarded with complacence.

7. The fetish of examinations, alluded to in the last review, is again noticed in the report. It is never easy to regulate the examination system in such a way as to ensure that equal industry and intelligence are required for passes in different subjects, but it is to be regretted that the increasing popularity of agriculture as a pass subject should be ascribed to the belief among students that a pass in this subject which is largely taught from the text book is more easily secured than in other subjects. An honourable exception is made of the Zamindari High School, Gujrat, where instruction is given on a district board farm and where two boys won prizes at the ploughing competition at the district horse show, but the arrangements now introduced for putting teachers through a practical course of agriculture at the Lyallpur College should pave the way for making the teachers of and the examination in agriculture in secondary schools more thorough and searching. The Lieutenant-Governor has read the remarks (paragraph 17 of report) of the Rawalpindi and Jullundur Inspectors regarding school discipline and organization with some concern. They reveal an unhealthy competition and unscrupulous methods of recruiting students on the part of certain headmasters and managers of aided schools, which in the interests of education should be sternly checked, if necessary by the withdrawal of Government aid and recognition.

8. The decrease in the number of scholars attending primary schools (from 245,628 to 243,149), although the number of schools increased by 164, is attributed partly to the malaria epidemic in the autumn and partly to the withdrawal of many senior pupils for work on the land in heavily recruited areas. The latter cause might explain the falling off of 4,100 boys in Rawalpindi, but not that of 2,401 in the Multan Division where recruiting for the army has been very poor. The three remaining divisions show an increase. Instruction in the primary schools is still in many cases poor in quality, the fault being usually due in part to the excessively large classes which teachers are expected to control. This evil has not escaped notice, and proposals have been made during the current year to give effect to the recommendations of the Educational Finance Committees on this subject. The scheme for the expansion and improvement of vernacular education has now taken shape. The aim of Government is the establishment of district board schools at every centre where an average attendance of not less than fifty children may be expected, while a provisional two-mile limit between schools is intended to avoid overlapping. A still more important step has been the decision arrived at by the District Board Educational Finance Committee to have 5-year programmes prepared, on the basis of the financial capacity of each board. This scheme while imposing on district boards a burden not unduly severe will at the same time give them each a definite goal; while a

prominent feature is the proviso that the Government grant shall depend upon a satisfactory scale of salaries for teachers, thereby securing the first essential to successful expansion. The ultimate recurring cost of the 5-years' programme is roughly twelve lakhs, of which Government undertakes to provide, in addition to present grants, about two-thirds or eight lakhs, the grants varying from 50 to 100 per cent. according to the claims and circumstances of each district, in estimating which war services have been given a prominent place. For non-recurring expenditure Government has accepted a liability of two lakhs per annum for 5 years on condition that the boards will provide half that amount.

9. The Lieutenant-Governor welcomes the increasing indications that as a result of the measures which have steadily been pursued for improving pay and prospects the quality of the candidates for the teaching profession is steadily improving. With the prospect of a rapid expansion in vernacular education the importance of this side of the problem can hardly be exaggerated. The Central Training College at Lahore has had a successful year, and the large increase of the staff, which has recently been proposed, if sanctioned by higher authority, should enable the College to keep pace with the rapidly growing demand for qualified teachers, as well as for the necessary additions to the inspecting staff. Among normal schools for men no change has been reported during the year, but sanction has been accorded to the opening of an additional normal school at Lahore, and also of four normal schools for women at centres outside the capital so as to provide one for each division. The percentage of trained teachers in both secondary and primary schools is steadily increasing; it is naturally highest in Board schools, but in the Province as a whole the proportion of trained teachers is only 53 per cent. of the whole body, and varies within wide limits from district to district.

10. Schools for girls show a slight increase from 990 to 1,015, while the number of pupils was practically unchanged. Five-sixths of the girls are in the lower primary stage, and the number of school girls in the province who have advanced beyond that stage is less than 10,000, but there is a satisfactory increase in the number who are going on for higher education and intend to qualify themselves for the teaching profession. The cause of the halting rate of progress is, perhaps, due as much to the serious dearth of trained teachers as to the slow growth of public opinion in favour of female education. The addition of four normal schools should remove the former defect by encouraging teachers to undergo a more extended training. The inspecting staff is declared by Mr. Richey to be insufficient, but this criticism would lose some of its force if the proportion of qualified teachers were steadily augmented, and local bodies should be stimulated to promote this object by every possible encouragement.

11. The year has not been marked by any noteworthy changes in the sphere of European education. A slight rise in expenditure on staff grants has been necessary to improve the salaries of qualified teachers, whose numbers have also been increased. The recruiting of assistant masters is an important problem, and the Lieutenant-Governor shares Mr. Richey's apprehension that the difficulties of recruitment after the war will not diminish. Of a total of 3,345 masters and boys no less than 339 have joined the army during the war and many have won distinction for themselves and their schools. The Military Asylum at Sanawar and the Lawrence School at Ghora Gali have continued to do useful work in other directions, and the latter is to be specially congratulated on its success at the High School and Middle School examinations.

The state of education among Muhammadans will appear from the following figures. They represent 55 per cent. of the total population and this proportion to the students in the various stages is as follows:—

| | Per cent. |
|---|---|
| Primary ... ... ... ... | 42 |
| Middle ... ... ... ... | 33 |
| High ... ... ... ... | 28 |
| Arts and Professional Colleges ... ... | 23 |

In the primary department there has been a falling off of about 3 per cent., in the middle and high a slight and in the Colleges a marked improvement. Among Sikhs the proportions are much higher, but they are still below those for Hindus, especially in college education.

12. An effort is now being made by the Text-Book Committee to limit the award of prizes only to works of outstanding merit and to increase *pro tanto* the value of the rewards. Another and more important measure has been the endeavour to standardise the technical terms in use in vernacular text-books. Six small sub-committees have been formed for the purpose, and the results of their labours will be laid before the Text-Book Committee. The work is one of no little difficulty, but its advantages are obvious.

13. The *personnel* of the Education Department has seen several changes. On 1st April 1917 Mr. Richey took over charge from Mr. Godley, and to him the Lieutenant-Governor's thanks are due for the success of his first year's working of the department and for a report which is full of interest. Other changes strike a sadder note; the death of Khan Sahib Khalifa Imad-ud-din has been a serious loss to the department. Further afield, in Mesopotamia, Mr. J. E. Gately, formerly Professor of Economics at the Government College, Lahore, who joined the Indian Army Reserve of Officers at the beginning of the war, died on the 7th of June 1917. The report appropriately closes with an interesting summary of the aid given by the department in men and in money towards the prosecution of the war. The admirable work done by the University Signalling Section in Mesopotamia has received special commendation from the Military authorities, and the only regret is that more College students did not avail themselves of the opportunity offered for patriotic service. Apart from the European schools above alluded to teachers or students of the primary and secondary schools furnished over 7,000 recruits to the army, while the schools and colleges invested 6 lakhs in the war loan, and subscribed 1½ lakhs for objects connected with the war. This is a record of which masters and boys, as well as the officers of the department who worked so zealously and successfully to explain the true objects of the struggle and arouse a sense of patriotic ardour, may well be proud. The recruiting figures of the Jat High School, Rohtak, the Middle School Kalanaur, the Amin Chand High School, Bajwara, the Khalsa High School and the Christian Boys Boarding School, Ludhiana, the Mission High School, Dalwal, and the Middle School, Mahlpur, the Mission School Martinpur and the Middle School, Gurgaon—to mention only a few out of many—are truly remarkable. The Lieutenant-Governor would suggest that in all cases where a considerable number of the teachers and staff have served in the war, their names should be commemorated in a Roll of Honour to be maintained in the School, a special place of distinction being given to those who made the supreme sacrifice.

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ORDER.—Ordered that the above remarks be printed and circulated with the report; also that they be published in the *Punjab Government Gazette*, and be forwarded to the Director of Public Instruction, Punjab, for information, and also that they be submitted to the Government of India, in the Department of Education, with copies of the report.

By order of His Honour the Lieutenant-Governor of the Punjab,

H. D. CRAIK,

*Offg. Addl. Secretary to Government, Punjab.*

2006 CS—500—2-1 19—SGPP Lahore.

# Report

ON THE PROGRESS OF

# EDUCATION IN THE PUNJAB

FOR THE YEAR

# 1917-18.

## CHAPTER I.

### General Summary.

The report this year has under the orders of Government been reduced in size. The task of reduction has been facilitated by the fact that, while the period under review has been one in which new measures for the improvement and development of education have been considered and initiated, it was not marked by the actual introduction of many important changes.

2. A general comparison of the educational statistics for the years 1917-18 and 1918-19 will be found on the next page. It will be seen that for the first time there is a decrease both in the number of schools and in the number of pupils attending them. The largest decrease is under the head of private institutions. Although the figures for this class of institution are not reliable, yet they show a steady decline in recent years (the figures for the last quinquennium showing a decrease of 9,251 scholars). Hitherto, however, the increase under the head of public institutions has more than counterbalanced this decline. It is regrettable to notice that last year though there was an increase of 174 in the number of public institutions for males there was at the same time a decrease of 1,666 in the number of scholars attending them. The decrease is chiefly in the attendance at primary schools and is therefore dealt with more fully in Chapter V.

It is attributed by Inspectors to (*a*) sickness, (*b*) the war, and there is no doubt that these are the chief causes. The fact that owing to the preoccupations arising out of the war, especially recruiting, Deputy Commissioners and members of District Boards were unable to devote as much attention as usual to the needs of rural education was no doubt a contributory cause; for in one western district where the Deputy Commissioner took a keen interest in this subject, the attendance at existing schools and the demand for new schools showed no abatement in spite of a decrease in the adjacent Districts.

3. The year opened with a general Educational Conference held at Lahore in April, 1917, and attended by about fifty persons. At this conference a number of important subjects were discussed, *e.g.*, the teaching of English, the use of the vernacular medium, provident funds, grant-in-aid rules, the training of oriental teachers, etc. The action taken on the various recommendations of the Committee will be dealt with in the appropriate chapters of this report. The most important recommendation of the Conference, namely, the adoption of the vernacular medium in middle departments for all subjects save English, was adopted at once. The Conference also recommended to the University the use of the vernacular as an alternative medium at the matriculation examination, but a decision on this question was postponed by the University pending the decision as to the introduction of a School Final examination. General.

The Syndicate appointed a committee to draft a scheme for such an examination, which was completed towards the close of the year and is now under consideration by the University. The draft scheme contains several interesting features, notably the division of the examination into two parts, the preliminary to be held in the vernacular at the conclusion of the middle course in those subjects, *e.g.*, arithmetic, history and geography, in which a sufficiently high standard may be reached in the middle stage, and the final two years later in which the number of subjects is proportionately reduced. There appear to be many advantages in such a system from the point of both pupils and teachers.

*General Statistics for British Territory in the Punjab for the year* 1917-18.

| | Number of Institutions. | | | | Number of Scholars. | | | | Expenditure. | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1917-18. | 1916-17. | Increase. | Decrease. | 1917-18 | 1916-17. | Increase. | Decrease. | 1917-18. | 1916-17. | Increase. | Decrease. |
| | | | | | | | | | Rs. | Rs. | Rs. | Rs. |
| **Public Institutions.** | | | | | | | | | | | | |
| *For males.* | | | | | | | | | | | | |
| Arts Colleges — English | 10 | 9 | 1 | ... | 4,484 | 4,076 | 408 | ... | 6,35,834 | 6,12,597 | 23,237 | ... |
| Arts Colleges — Oriental | 1 | 1 | ... | ... | 113 | 145 | ... | 32 | 29,259 | 33,272 | ... | 4,013 |
| Professional Colleges — Law College | 1 | 1 | ... | ... | 437 | 295 | 142 | ... | 27,308 | 21 090 | 6,218 | ... |
| Professional Colleges — Medical College | 1 | 1 | ... | ... | 289 | 232 | 57 | ... | 1,51,771 | 1,28.192 | 23.579 | ... |
| Professional Colleges — Agricultural College | 1 | 1 | ... | ... | 112 | 113 | ... | 1 | 72,363 | 68,427 | 3,936 | ... |
| Professional Colleges — Veterinary College | 1 | 1 | ... | ... | 218 | 204 | 14 | ... | 1 01,681 | 1,09,921 | ... | 8,240 |
| Professional Colleges — Teaching College | 2 | 2 | ... | ... | 281 | 272 | 9 | ... | 1,09,831 | 1,19.202 | ... | 9,371 |
| High Schools | 143 | 136 | 7 | ... | 55,235 | 54,135 | 1,100 | ... | 21,19,632 | 20,28,539 | 91.093 | ... |
| Middle Schools | 291 | 286 | 5 | ... | 56,542 | 57,159 | | 617 | 10,22,728 | 9,51,739 | 70,689 | ... |
| Total Secondary Schools | 434 | 422 | 12 | ... | 111,777 | 111,294 | 483 | | 31,42,360 | 29,80.278 | 1.62.082 | ... |
| Primary Schools | 5,084 | 4,918 | 166 | ... | 243,345 | 245,819 | ... | 2,474 | 17,01,552 | 15,82,683 | 1,18.869 | ... |
| Total Schools for General Education | 5,518 | 5,340 | 178 | ... | 355,122 | 357,113 | ... | 1,991 | 4[illegible],43,912 | 45.62,961 | 2,80,951 | ... |
| Institutions for Special Instruction | 51 | 56 | ... | 5 | 4,206 | 4,478 | ... | 272 | 4.13,[illegible]63 | 3.84,130 | 29,633 | ... |
| Total institutions for General Education and for Special Instruction. | 5,586 | 5,412 | 174 | | 365,262 | 366,928 | ... | 1,666 | 63,55,722 | 60,39,792 | 3,45,930 | ... |
| *For Females.* | | | | | | | | | | | | |
| Arts Colleges | 1 | 1 | ... | ... | 24 | 15 | 9 | ... | 7.144 | 7,367 | ... | 223 |
| Professional Colleges | 1 | 1 | .. | ... | 33 | 38 | ... | 5 | 20,099 | 15,464 | 4,635 | ... |
| High Schools | 18 | 17 | 1 | ... | 2,730 | 2,582 | 148 | ... | 3,49,147 | 2,20,275 | 1,28,872 | ... |
| Middle Schools | 62 | 58 | 4 | ... | 8,829 | 8,635 | 194 | | 2,04,5[illegible]2 | 1,79,127 | 25,375 | ... |
| Total Secondary Schools | 80 | 75 | 5 | ... | 11,559 | 11,217 | 342 | ... | 5,53,649 | 3,99,402 | 1,54,247 | ... |
| Primary Schools | 954 | 935 | 19 | ... | 42,244 | 42,032 | 212 | ... | 4,04,801 | 3,81,886 | 22,915 | ... |
| Total Schools for General Education | 1,034 | 1,010 | 24 | ... | 53,803 | 53,249 | 554 | ... | 9,58,450 | 7,81,288 | 1,77,162 | ... |
| Institutions for Special Instruction | 20 | 18 | 2 | ... | 922 | 813 | 109 | ... | 1,44,795 | 99,164 | 45,631 | ... |
| Total Institutions for General Education and for Special Instruction | 1,056 | 1,030 | 26 | ... | 54,782 | 54,115 | 667 | ... | 11,30,488 | 9,03,283 | 2.27,205 | ... |
| Total Public Institutions for males and females. | 6,642 | 6,442 | 200 | ... | 420,044 | 421,043 | ... | 999 | 75,16,210 | 69,43,075 | 5,73,135 | ... |
| **Private Institutions.** | | | | | | | | | | | | |
| For males | 1,838 | 2,043 | .. | 205 | 36,632 | 42,194 | ... | 5,562 | ... | ... | ... | ... |
| For females | 761 | 872 | ... | 111 | 12,163 | 13,501 | ... | 1,338 | ... | ... | ... | ... |
| Total males and females | 2,599 | 2,915 | ... | 316 | 48,795 | 55,695 | ... | 6,900 | | ... | ... | ... |
| Grand Total of Institutions, Public and Private. | 9,241 | 9,357 | ... | 116 | 468,839 | 476,738 | ... | 7,899 | ... | ... | ... | ... |
| Scholarships | ... | ... | ... | ... | ... | ... | ... | ... | 3,98,658 | 3,43154 | 55,504 | ... |
| Other charges | ... | ... | ... | ... | ... | ... | ... | ... | 35,57,984 | 35,77,091 | ... | 19,107 |
| Grand Total of Expenditure | ... | ... | ... | ... | ... | ... | ... | ... | 1,14,72,852 | 1,08,63,320 | 6,09,532 | ... |

4. In July the Local Government issued a circular on the subject of vernacular education in District Board areas, in which it pointed out the need for a consistent policy for the improvement and expansion of rural education, outlined such a policy and called for an educational survey of each District in the Punjab. This survey was completed in March and forms the basis of a comprehensive scheme which has been introduced during the current year. The subject is dealt with in Chapter V.

As an outcome of the July letter a committee on District Board Educational Finance was appointed by Government and met in October under the chairmanship of the Hon'ble Mr. P. J. Fagan, C.S.I., Financial Commissioner. The recommendations of this committee are of the greatest importance and are briefly summarised below—

(*i*) That the improvement and expansion of education in rural areas should proceed in accordance with definite five-year programmes administratively sanctioned by District Boards.

(*ii*) That Government should meet a fixed proportion of the cost of each programme, the proportion to vary in accordance with the financial resources of each District Board.

(*iii*) That board anglo-vernacular schools should be provincialised: but that English should be introduced as an optional subject in vernacular middle schools.

(*iv*) That the status of District Inspectors should be assimilated to that of Assistant Inspectors.

These and a number of minor resolutions passed by the committee are dealt with in various succeeding chapters of this report.

A Bill for the introduction of compulsory primary education was published for opinion in October, 1917, but was only introduced into Council during the current year. Meanwhile it is understood that both the Lahore and Multan Municipal Committees have been conducting enquiries with a view to the adoption of such a measure if the Bill passes into law. It is hoped that their example may be followed by other local bodies.

The standing committee on technical and industrial education submitted to Government proposals for the reform of industrial schools in the Province. These proposals were circulated by Government to local bodies. The replies were received during the current year, and action could not therefore be taken on the proposals during the period under review.

The subject of agricultural education was discussed by the Agricultural and Education Departments during the year, and decisions on this very important question were ultimately reached in conferences which met during the current year.

A scheme for a University diploma in commerce was submitted by the Education Department to the Syndicate of the Punjab University and is at present under consideration by that body.

A recurring grant of Rs. 1,75,000 was made by the Imperial Government for the training of teachers and the improvement of their salaries at the beginning of the year under review. It was decided that the money should be utilised in —

(*i*) strengthening the staff of the Training College in order to admit more students and to provide for the training of oriental teachers;

(*ii*) the opening of four normal schools for women at centres outside Lahore;

(*iii*) the opening of an additional Normal School for men in the Lahore Division;

(*iv*) the revision of the Subordinate Educational Service especially with a view to improving the pay of oriental teachers;

(*v*) special grants to aided schools for the encouragement of provident funds (a form of expenditure suggested by the Government of India).

Proposals for (*i*) were submitted to the Local Government in December and now await the sanction of the Government of India and of the Secretary of State. (*ii*) and (*iii* were brought into effect this year. Proposals for (*iv*) have been submitted to the Local Government, while (*v*) was discussed in a committee of headmasters and managers and is awaiting a calculation of the financial effects of the proposals of that committee.

Pending the introduction of these measures, which will fully utilise the Imperial grant, it is obvious that the money immediately available can only be employed on capital expenditure. It was accordingly decided to use it for the construction of normal schools at Rohtak, Gakkhar and Sargodha and the extension of the Karnal Normal School, projects connected with the training of teachers which had long been in abeyance for lack of funds. Owing to delay in the preparation of plans the Public Works Department were only able to spend a small portion of the sum available during 1917-18, but the balance of that year's grant has been carried on to this year and these projects are all now in hand.

5. The only other important building project deserving of mention, which was initiated last year is the construction of a hostel for the Government College, Lahore. A central site was purchased at a cost of Rs. 1,17,793 and work is being commenced this year. A settlement of this important question, which has been pending for some twenty years, is therefore at last in sight.

## CHAPTER II.

### Controlling Agencies.

6. I took over the post of Director of Public Instruction on April 1st on the retirement of Mr. J. C. Godley, C S.I., who had held this office for nearly ten years.

There was only one change amongst the Inspectors, L. Hari Das taking over charge of the Ambala Division on the death of Khan Sahib Khalifa Imad-ud-din in August, 1917, and S. Maqbul Shah, Assistant Inspector, being promoted to the post of Second Inspector, Jullundur.

Mr. Sanderson, Inspector of European Schools, was permitted to join the Army Department as Inspector of physical training and bayonet fighting to the sixteenth division. He has been carrying on the office work of his civil appointment at the same time : but this dual arrangement has not proved very satisfactory.

By the death of Khan Sahib Khalifa Imad-ud-din the Department lost the services of a very experienced and efficient inspecting officer.

The Department also lost another good officer in L. Ladhu Mal, Assistant Inspector, who died in November.

Two posts of Assistant Inspector during the year were filled by the promotion of L. Karm Chand, a District Inspector, and M. Abdul Hamid, Headmaster of the Government High School, Ludhiana.

There have been a certain number of changes in the staff of District Inspectors. The importance of the work of officers of this class who are virtually in charge of vernacular education in their Districts can hardly be overestimated. The Committee on District Board Educational Finance recommended that the status of District Inspectors should be raised and in advanced Districts assimilated to that of Assistant Inspectors. The proposal is closely linked up with the question of revising the educational services and is being considered in that connection.

The system of placing Assistant District Inspectors in direct charge of tahsils has been more widely extended, and has proved very satisfactory. There is no doubt that a more general adoption of this system, which however means an increase in the number of such officers, an increase which will in any case be necessitated by the expansion of education in rural areas, will lead to a greater efficiency in the work of inspection.

Among other officers who were specially commended for good work are—

(*a*) District Inspectors :—Ch. Gyan Singh of Gurdaspur, Pt. Hukam Chand of Amritsar, L. Tohlo Ram of Gujrat, Sh. Allah Rakkha of Ludhiana, L. Shiv Saran Das of Ferozepore, M. Ahmad Khan of Attock, M. Muhammad Mohsin of Shahpur, L. Ram Chand of Multan, L. Khazan Chand of Lyallpur, L. Jairam Das of Ambala and Pt. Pran Nath of Karnal.

(*b*) Assistant District Inspectors :—Mir Fazl Mahmud of Rohtak, Pt. Sukh Chain Nath of Kangra, Sh. Ghulam Hussain of Hoshiarpur, M. Abd-ur-Rahman, Sh. Muhammad Nawaz Khan, Bh. Sohan Singh, L. Vaishno Das, Ch. Ghulam Mohi-ud-din, and M. Muhammad Ayub.

District Boards.

7. The total expenditure by District Boards fell from Rs. 25,40,260 to Rs. 22,79,372. Of this sum Rs. 12,71,781 was contributed by grants from Provincial revenues, including the recurring Imperial grants.

The system by which grants for Education should be made from Provincial revenues to District Boards has been much discussed in recent reports. The system in vogue up till 1915 which based the grants on the amount of the salaries paid to teachers, erred in making that which should merely form one condition of the grant namely, the establishment of a proper rate of salaries, the sole basis for its calculation, leaving out of consideration the equally if not more, important factors of the number of schools required to be opened, the number

of teachers required in each school, and still more important the comparative wealth of different District Boards. The second system introduced in 1915 also omitted the last factor, and made no provision for the improvement of existing schools.

The whole question was discussed in great detail by the Committee on District Board Educational Finance which arrived at a solution, which appears to give due weight to all the necessary factors. The Committee recommended—

(*a*) that the improvement and extension of vernacular education under District Boards should proceed in accordance with detailed five-year programmes to be drawn up by District Boards and approved by Government whose assent to any programme would imply its willingness to contribute its share of the cost;

(*b*) that the share of the cost of any approved programme to be met from provincial revenues should be determined by assigning to each District Board a grade (50, 60, 70, etc.) calculated on the basis of its wealth, its present expenditure on education, etc., etc., and signifying the percentage of its future expenditure on education (*i.e.*, on its approved programme) which Government was prepared to meet : *e.g.*, a Board graded at 80 would find one-fifth only while Government would find the remaining four-fifths of the sum required ;

(*c*) the grant made in one year would automatically be repeated in the ensuing year and any additional grant to be made would be based on any new sum provided by the Board from its own resources for education.

The establishment of a satisfactory scale of salaries for teachers should be a first condition of the award of any grant.

These recommendations have been accepted by Government and steps have been taken to bring the new system into effect during the current year. The obvious advantages of it are that such sums as Government may have to disburse will be distributed to the best advantage over the whole Province; that Boards will not be expected to do more than their financial position warrants; that at the same time a District Board having 'administratively sanctioned' a five-year programme will be expected to carry it out, and that its educational policy will not therefore be effected during that period by any change in its personnel. At the same time a satisfactory scale of salaries for teachers is assured.

The Committee also recommended the adoption of definite building programmes by District Boards, and regular annual contributions from Provincial revenues for this purpose.

It further recommended that English should be introduced as an optional subject in Board Middle Vernacular schools and that apart from this experiment the connection of District Boards with anglo-vernacular education should cease. The first part of this recommendation is already being given effect to, the financial effect of the latter is being calculated.

When the proposals of the Committee have all been brought into force the relations of Government, District Boards and the Education Department should be very much simplified and improved.

Meanwhile Inspectors report satisfactorily on the management of education by District Boards : though there was little expansion during the past year.

Municipalities.

8. The responsibilities of Municipal Boards in the matter of education will be very much increased if the provisions of the Compulsory Primary Education Bill are introduced into any municipal area. At present they are largely confined to the payment of grants to aided primary departments according to rigid rules. Municipalities cannot as yet be said to be awake to their responsibilities; nor have they shown any initiative in the direction of opening new municipal schools, or providing the existing schools with better accommodation. It would be well if some educational representative could always be included on Municipal Boards.

Their expenditure from their own resources rose from Rs. 3,95,670 to Rs. 4,07,651.

## CHAPTER III.

### COLLEGIATE EDUCATION.

Statistics.

9. One additional Arts College was opened during the past year, the Gurunanak Khalsa College, Gujranwala, bringing the total number of such colleges up to 11. The number of students attending them increased from 4,221 to 4,597, the largest increase (244) being in the attendance at aided institutions.

Expenditure on arts colleges increased by nearly Rs. 20,000 and now amounts to Rs. 6,65,093. The major part of the increased expenditure was met from fees (Rs. 21,138) while there was a falling off some Rs. 9,000 in subscriptions and donations.

Government College.

10. The enrolment of the Government College remained practically stationary at 600, and it seems advisable in the interests of efficiency that this number should not ordinarily be exceeded.

Of the number on the roll, 54 are Brahman Hindus, 339 non-Brahman Hindus (including 8 Jains), 70 are Sikhs, 131 Muhammadans, 3 Christians and 1 Parsi.

The figures for expenditure also vary very slightly from those of the preceding year, the increase of Rs. 1,778 being merely due to the ordinary increments in the pay of the staff.

There were several changes in the personnel of the staff.

Mr. J. B. Gately, Professor of Economics, who had been on deputation to the Indian Army Reserve of Officers since the beginning of the war, died in Mesopotamia on June 7th, 1917. The resulting permanent vacancy was filled by the appointment of Lala Guru Datt Sondhi, M.A., as Professor of Economics in the Indian Educational Service with effect from September 17th.

The place of Mr. Gordon George, Professor of English, was filled by Mr. L. T. Watkins, Headmaster of the Islamia Collegiate School, Peshawar; while the Professorship of Chemistry, left vacant by the transfer of Mr. B. H. Wilsdon to the Agricultural College, Lyallpur, was filled by the transfer of Mr. H. B. Dunnicliff from the Khalsa College, Amritsar.

The staff was strengthened by the appointment of Mr. R. H. Whitehouse to the Professorship of Zoology, a post which had remained vacant since its creation in 1913.

On the other hand Mr. H. L. O. Garrett, Professor of History, was permitted to join the Indian Army Reserve of Officers in October, 1917. Lala Manmohan, Assistant Professor, acted for him for two months, when he was deputed to foreign service in the Patiala State. Since then Chaudhri Abdul Hamid Khan, Assistant Professor, has been officiating in the vacancy.

Of 315 students presented for University examinations 211 passed, or 67 per cent., the highest percentages being in the M. Sc. (82 per cent.), and the Intermediate in Science (81 per cent.). One student obtained a first class in M.A. Mathematics and two in the M.Sc.

There are 308 boarders in the hostel and boarding-houses. The Principal records that their conduct throughout the year has been uniformly satisfactory. A new arrangement for messing under the supervision of a food committee and student managers has proved a great success.

A site for the new college hostel was purchased during the year for Rs. 1,17,793. It is centrally situated just opposite to the College gates. Plans and estimates for a hostel to contain 250 students have been submitted to Government and work is being commenced during the current year.

The various College societies, social and athletic, continued to flourish. Reference to the war news association is made in Chapter XII of this Report.

Aided and Unaided Colleges.

11. The following new developments in colleges under private management are of interest. At the Forman Christian College a new block for classes in Industrial Chemistry was completed during the year at a cost of Rs. 40,000, half of which was met by a grant from provincial revenues. Various minor

improvements, including the removal of the library from the Hall to special rooms prepared for it, have been effected. A Christian Hostel was opened in connection with the Gordon College, Rawalpindi. A provident fund for the staff was established at the Murray College, Siálkot. Four new dormitories were added to the Rivaz Hostel of the Islamia College, but the numbers at this institution have now risen to 470 and the question of extending the accommodation and grounds is now urgent.

At the Khalsa College, Amritsar, a new block of 50 cubicles was built at the cost of Rs. 24,000, generously donated by His Highness the Maharaja of Faridkot ; and the Chemistry laboratory was extended at a cost of Rs. 22,000 of which Government provided Rs. 10,000. The numbers in the College rose to 538, an increase of 124 over the enrolment of the preceding year. Nearly two-thirds of the students are Sikhs, the number of Sikh students having trebled in the last three years.

The place of Mr. Dunnicliff transferred to the Government College was filled by the appointment of Mr. Armstrong from Madras to the Indian Educational Service. A second Professor of Mathematics was added to the staff. The College was affiliated for the first time in M.A. Economics and B.Sc. Chemistry and Botany.

The numbers at the D. A.-V. College again exceeded 1,000 of whom no less than 694 were housed in the main hostel and branch boarding-house. Life in the hostel, which is very carefully organised evidently proves very popular, and additional blocks are under construction. The Lal Chand Memorial Library, an attractive building, was completed during the year.

The numbers at the the Dyal Singh College have increased by 75 to 660 of whom 417 are boarders, most of these, however, being housed in rented kothis. A large extension of the central boarding-house is needed. But the capital funds of the College have been needed during the past year for the construction of the Science Laboratory, which should be completed during the present year.

Some Rs. 80,000 were collected during the year for the building fund of the Sanatan Dharm College, and Rs. 10,000 were spent in purchasing adjacent land. The staff of the College was strengthened considerably during the year and affiliation up to the B.A. granted to it in seven subjects and to the M.A. in Sanskrit. The number of students consequently rose from 73 to 142.

## CHAPTER IV.

### Secondary Education (Boys).

**Numbers.**

12. The number of recognised secondary schools for boys rose from 413 to 426 during the past year, and the number of scholars attending them from 110,348 to 110,839.

The new institutions consist of eight new high schools and five new Anglo-vernacular middle schools, the number of vernacular middle schools remaining stationary at 151.

The reasons for the small increase in the number of pupils are given in paragraph 2 of Chapter I.

**Expenditure.**

13. The total direct expenditure on secondary schools rose from Rs. 28,23,739 to Rs. 29,91,845 of which Rs 14,71,230 was met from fees.

**Teachers.**

14. The percentage of trained teachers employed in secondary schools of all kinds rose from 65 to 66. It is very satisfactory to find that the supply of trained teachers more than keeps pace with the demand for new teachers and we are thus gradually replacing unqualified by qualified teachers in existing institutions.

**Middle schools.**

15. It is unfortunate that district boards were unable to open more vernacular middle schools during the past year. These institutions owing to the low rate of the fees charged are more expensive to maintain than Anglo-vernacular schools; and at the same time the initiative for their foundation must come from the district board itself, since the rural classes for which these schools cater are little able to formulate their own requirements.

Schools of this type are very unevenly distributed; in the Jullundur Division for example they vary in proportion to primary schools from 1 to 68 in the Ferozepore District, to 1 to 14 in the Ludhiana District. In the Rawalpindi District they are not only deficient in numbers but badly situated. Consequently of 29 boys who passed the last vernacular middle school examination in that district only 3 were willing to go to the Normal school, the rest proceeding to Anglo-vernacular schools.

Two important changes in the curriculum of vernacular middle schools are under consideration (*i*) the introduction of practical agriculture, (*ii*) the introduction of optional English. The former will more properly be dealt with in next year's report. The latter, to which a reference was made in the Quinquennial Review last year, was definitely recommended by the Committee on District Board Educational Finance, an account of which is given in Chapter I.

It is being tentatively adopted in the Lyallpur and Jullundur Districts and there is little doubt that it will gradually be adopted in the majority of vernacular middle schools. It is essential for the success of this step that there should be a real demand by a sufficient number of parents for English teaching, and that the genuineness of the demand should be substantiated by a monetary contribution. Anglo-vernacular education is, apart from Government High schools and provincial grants to aided schools, financed by fees and private subscriptions, and there is no reason why a community which is too small to found an Anglo-vernacular school of its own should not bear the same proportion of the cost in fees and subscriptions of the English education provided in a Board school that it would have to bear in a school of its own.

District Boards are not in a position to spend more money on Anglo-vernacular education; indeed the Committee on District Board Finance definitely recommended that Government should take over all Anglo-vernacular schools at present managed by District Boards. The financial effects of this recommendation have not yet been calculated.

One effect of the introduction of English in vernacular middle schools should be the gradual assimilation of the courses of instruction in the two types of middle school. It is not too much to hope that the distinction between vernacular middle and Anglo-vernacular middle schools may gradually be eliminated and that one type of middle school, offering English as an optional subject, may in time be evolved.

Already the Inspector of the Jullundur Division suggests that Anglo-vernacular middle schools may be permitted to present boys for the vernacular middle examination; and small changes in their curriculum would enable them to do so.

**Instruction in secondary schools.**

16. Such an assimilation has been rendered possible by the introduction of the vernacular as the medium of instruction in all subjects save English in the middle departments of Anglo-vernacular schools. This change which was recommended with remarkable unanimity by the Educational Conference of April, 1917 (see Chapter I), was at once introduced. It is as yet too early to say what its effect has been, but Inspectors prophecy nothing but good of this innovation.

In the instructional condition of the schools they report a general improvement especially in the teaching of drawing, science, drill, mathematics and English. The improvement in the first three subjects is chiefly due to the efforts of the special Inspectors, Mr. J. Y. Buchanan, L. Ratan Lal and Mr. J. S. Robson. A special class for drawing masters was held by Mr. Buchanan during the summer vacation in the Murree school building kindly lent by the Murree Municipality. The results achieved in a six weeks' course were remarkable, and a two months' course for drill instructors by Mr. Robson at Lahore was also very successful; similar courses will be held annually in future. A demonstration in the direct method of teaching English held in the Central Training College by teachers from two schools in the Lahore District showed what could be achieved under the guidance of an Inspector who is an expert in the subject. The weakest subjects in the curriculum are reported to be history and geography and Urdu. In the last named subject as in English the weakness seems to be due to a lack of general reading. Students are too poor to purchase books which are not actually essential for school use (though they are unfortunately inclined to include in this category keys and crambooks). For

general reading they must rely on school libraries, which contain much useless matter, and from which a boy finds it hard to make a suitable selection. A solution of the problem is the system introduced by Mr. Wright of class libraries containing only books suitable to the standard reached by each class. His example has been followed in the Rawalpindi and Lahore Divisions. The proper use of class libraries under the guidance of a class master should be of great educational value.

A circular was issued during the year by the Department forbidding the use of 'rough' exercise books, urging a reduction in the number of note-books used, especially in view of the dearness of paper, and a restriction in the amount of written work to that amount which the teachers can properly correct. If teachers are required to look over all written work carefully there is little likelihood of excessive homework being demanded of their pupils. To restrict further the amount of home tasks, Inspectors were asked to see that time tables for home work, allotting subjects to separate days, should be drawn up by Headmasters for each class.

On the other hand if the quality of the teaching has improved, yet the choice of subjects in the High department is made, as Mr. Wright points out, with little reference "to their suitability to the circumstances of the boys, to their neighbourhood or to their walk in life.

"The fact that an elective subject, such as drawing, has been marked stiffly for two years is sufficient for that subject to be dropped entirely (although it may have been taught for five years previously), in favour of one (no matter what) in which marks can be earned more easily. Boys have been known to cram up agriculture or physiology for a few months and to obtain quite good marks".

Agriculture, an increasingly popular subject, chiefly, I fear, from a belief that a pass in it is easily secured, is taught largely from the text-book. An honourable exception must be made in favour of the Zamindari High School, Gujrat, where work is done on a farm lent by the District Board under the supervision of an expert: two boys of this school won first prizes at the last Gujrat horse show in the use of the Meston and Raja ploughs.

The Lahore manual training centre has proved very successful and the subject has now been introduced into the Dyal Singh School. Further developments will have to be made by the establishment of centres attended by pupils of several high schools; but an account of the steps taken to establish such centres belongs more properly to next year's report.

A committee was appointed by the syndicate to draw up a scheme for the institution of a joint Matriculation and School Final examination. The scheme evolved by the committee, though it does not contain all the best features of a School Final examination, is a great improvement on the existing form of the Matriculation examination. It is at present under consideration by the University.

**Discipline and organisation.**

17. Inspectors have much to say that is interesting on the subject of discipline and organisation, and I regret that only a brief mention of these subjects is possible. "Ninety-nine per cent.," says S. Maqbul Shah, the Rawalpindi Inspector, "of all the sins of omission and commission of which our schools are capable during the course of the whole year are perpetrated in the months of March and April.

"March is the month in which the annual promotion examinations are held and notwithstanding earnest efforts on the part of Inspectors to ensure efficient and fair and impartial results, these examinations are still too often conducted in a more or less perfunctory way, chiefly in mufassil schools, few headmasters taking the trouble to moderate carefully the question papers or to check the answer books. In some newly started community schools in the mufassil promotions are given liberally to attract boys from other schools. Thus much of the value of these examinations is lost and discipline suffers.

"April, on the other hand, is the only month in which under the rules boys can migrate from one local school to another and the attempts made by some schools to entice away boys from other schools or to retain those who wish to leave, and the dodges played to delay the issue of transfer certificates till the month is over, cause no little trouble and worry to many a poor school boy and his parents as well as to the Inspector."

The first evil could of course be mitigated if regular account of a boy's work throughout the year were kept and taken into consideration in determining his fitness for promotion or even if house examinations were made more use of for this purpose.

A third evil, the opening of unrecognised schools and the methods which they adopt to attract pupils, is given special, prominence by Mr. Wright of the Jullundur Division. Many of these schools are started, as he says, merely to provide employment for disappointed matriculates and undergraduates.

"The tactics employed in securing boys and subscriptions for these schools are both ingenious and effective from the point of view of the promoters. In April, the beginning of the school year, in which month alone boys are allowed to change local schools, anniversaries of societies are held and much money is obtained : parties are sent out broadcast to bring boys in ; boys are induced to leave one school and join another : boys from 'affiliated' unrecognised schools are promoted wholesale to the high department of the central school, and so on.

"The existence of such schools is undoubtedly a menace to public welfare and the rules of recognition in vogue have not proved a sufficient check. The 18 boys of the Patti unrecognised school, in the Hoshiarpur District, were passed wholesale in the 3rd middle class examination, and were taken in the High Depertment of the D. A.-V. school, Hoshiarpur. Obviously this alone is an incentive for boys to join inefficient and unrecognised schools."

The above criticisms refer to irregularities on the part of headmasters and managers, and several specific instances of such conduct are quoted by Mr. Crosse. It is at least encouraging that acts of indiscipline on the part of school boys are reported to be infrequent, and on the contrary instances of social service are more largely reported. The criticism generally levelled at the products of our secondary schools is one of "lack of respect for their elders." But, as Mr. Wright points out, "this must be expected as long as the parent regards his schoolgoing son as a privileged boy allowed to indulge in all sorts of irregularities provided he obtains class promotion every year ; and so long as the gulf between the teacher and the guardian remains as wide as it is to-day."

**Buildings.**

18. There is naturally little to record in the matter of building operations in view of the high price of building materials. Still buildings were constructed in connection with the Khalsa High School, Lyallpur ; the Sain Das High School, Jullundur ; the Khanna Public School, Ludhiana ; also for the Khalsa Schools at Sirhali and Kairon, Kallar and Sukho.

It is noticeable that the Sikh community are quick to erect good buildings for their new High schools. The Arya Samaj, on the other hand, though they have erected some excellent hostels, *e.g.*, at Ludhiana, Rawalpindi and Jullundur, have been too content "to house their schools (*e.g.*, at these same three places, in most unsuitable premises." They would be well advised before opening more new institutions to devote any funds at their disposal to establishing existing institutions on a satisfactory basis.

**Miscellaneous.**

19. Medical inspection has also been suspended owing to the war, the Medical Inspectors having all been recalled for military duty. This is unfortunate as their work had shown promise of much good result.

Other matters in connection with secondary education of which only brief mention can be made are :—

(*a*) *Provident Funds.*—A committee over which I presided, including managers and headmasters of Lahore schools, drafted model rules for Provident Funds for aided schools, which were circulated for opinion and for an estimate of their cost to Government. All answers have not yet been received.

(*b*) *Grant-in-aid Rules.*—The April, 1917, conference recommended a revision of these rules in order to make a more equitable distribution of grants between departments. The question was further discussed at a conference of Inspectors in January, and proposals outlined for consideration by headmasters' associations, etc.

(*c*) *Buildings.*—Revised standard plans for hostels and for double sectioned Government High schools were drawn up by the Consulting Architect to Government.

## CHAPTER V.

### PRIMARY EDUCATION (BOYS).

Numbers.

20. There was an increase of 164 in the number of primary schools last year but a decrease of 2,479 in the number of pupils attending them, the figures on March 31st being 5,077 schools and 243,149 scholars. Of the new schools 114 were Board primary schools, no less than 48 being opened in the Jullundur Division (excluding the Ludhiana District, which opened no new schools).

Private enterprise in the matter of primary education is almost entirely confined to denominational schools maintained by religious bodies: but the activities of the Rupar Primary School Association, which opened 10 schools, deserve special mention. The association consists of a small body of public spirited gentlemen who have prepared a regular scheme for the multiplication of village schools in the Rupar Tahsil of the Ambala District, being prepared to hand the schools over to District Board management when properly established. This very useful pioneer movement, the success of which has been in a large measure due to the financial support of Rai Sahib Lala Banarsi Das of Ambala, is one that deserves to find imitators in other backward parts of the Province.

Attendance.

21. The fall in the attendance at primary schools, in spite of the increase in the number of such institutions, is serious. The statistics by Divisions are as follows:—

| | *Schools.* | *Scholars.* |
|---|---|---|
| Ambala ... ... ... | + 77 | + 1,613 |
| Jullundur ... ... ... | + 48 | + 1,769 |
| Lahore ... ... ... | + 28 | + 643 |
| Rawalpindi ... ... ... | — 32 | — 4,100 |
| Multan ... ... ... | + 43 | — 2,404 |

Two chief reasons are assigned by Inspectors for this decrease—(*a*) sickness, (*b*) the war.

(*a*) The heavy rains of last year were followed by an epidemic of malaria of unusual severity, succeeded by an outbreak of plague, most severe in the Multan, Montgomery and Rawalpindi Districts. These epidemics affected the school attendance very seriously especially in the Multan Division.

(*b*) Not only has a certain number of the older pupils in the Rawalpindi Division enlisted, but a very much larger number of the senior pupils has been withdrawn for work on the land owing to the absence of their fathers or elder brothers on war service. For example, a school boy of about thirteen, whom the Inspector found attempting to plough, explained that he was the sole male representative of his family left at home.

The decrease in the number of schools in the Rawalpindi Division is due to the withdrawal of grant from a number of inefficient aided elementary institutions.

At the same time the restrictions introduced in this Division on the admission of new pupils throughout the year (see the Quinquennial Review, paragraph 55(*c*)), have very largely affected the enrolment. It is particularly unfortunate that 82 per cent. of the decline (or 3,366-4,100) is in boys of the agricultural class, which has provided the largest number of recruits and which can least adapt itself to any change in the regulations.

The restriction with regard to admissions has been relaxed.

In the Attock District alone in this Division, owing to the interest taken in education by the Deputy Commissioner and the good work of the District Inspector, himself an agriculturist, has there been an increase in the attendance and a keen demand for new schools.

It is clear that much greater importance must be attached in future to obtaining members of the agricultural classes as inspecting officers and teachers of primary schools.

Expenditure.

22. The expenditure on primary schools increased from Rs. 15,67,402 to Rs. 16,77,222 a very large proportion of which, namely, 14 lakhs was met from

Provincial revenues in the form of grants to local bodies for vernacular education. In spite of the decline in attendance the income from fees rose from Rs. 1,40,166 to Rs. 1,43,562.

Teachers.

23. The number of trained teachers increased from 5,150 to 5,380 out of a total number of 10,036 teachers employed. The proportion of trained to untrained teachers varies very much between districts, the highest percentage (85 per cent.) being in the Kangra and Jullundur Districts and the lowest (54 per cent.) in the Rawalpindi District. The number of qualified teachers is of course highest in Board schools.

In the Lahore Division, for example, two out of three Board school teachers are certificated, while the proportion in aided and unaided schools is only one to three.

Inspectors generally represent that the scales of salaries introduced by District Boards during recent years have proved much less beneficial than was expected owing to defects in the system of grading. The scales have now been in force a sufficient length of time for their working to be tested. It would be well for District Boards to reconsider them in view of the criticisms made and where necessary to revise them with the help of the Government grants which are now being offered (see paragraph 6).

Instruction.

24. There is little to add to what was said in the Quinquennial Review as to the quality of the instruction in primary schools. No great improvement can be looked for till the number of classes taught by a single master is reduced; and until the work of the normal schools is brought into more close relationship with the work of the teachers in rural primary schools. The committee on District Board Educational Finance (see Chapter I) definitely recommended that a second teacher should be employed when the average attendance in any school exceeds 40; and that no teacher should be permitted to have sole charge of more than four classes. Proposals to give effect to these recommendations have been made since the period under review.

It is significant that all five Inspectors comment in their reports on the dirtiness and untidiness of schoolrooms and scholars on the occasion of surprise visits. This is a matter that should easily be remedied if District and Assistant District Inspectors will realise its importance.

The Inspector of the Jullundur Division reports a number of steps which have been taken to improve the efficiency of the teaching. The "look and say" method of teaching reading has been introduced into several schools, and has already proved successful under proper supervision; but it cannot of course be widely introduced until it is practised in the normal schools. Drawing and handwork have been started in a number of primary schools, and an itinerating drawing master is employed to supervise it in the Ludhiana schools. A scheme based on the correlation of school subjects has been introduced in the Hoshiarpur District and will gradually be introduced into the whole Division. Experiments in agricultural teaching have been made in the same district, especially at Chutala, where the zaildar has generously given 8 kanals of land for the purpose. The question of agricultural teaching in rural schools was discussed between the Agricultural and Education Departments during the year, but a decision as to the policy to be recommended to Government was finally reached at conferences held during the present year and does not therefore form part of the subject matter of this report.

Building.

25. There was naturally but little building activity during the period under review. On the contrary there was a serious loss in accommodation owing to the action of the weather. In the Hissar District, for example, the majority of the school houses which are kacha, collapsed or were seriously damaged by the unusually heavy rains, a practical corroboration of the adverse criticisms passed in the Quinquennial Review on this class of school building. Other Inspectors report similar damage.

On the other hand the Ambala, Jullundur and Multan Inspectors' report increased help from villagers in the matter of rent-free sites and buildings or contributions towards the erection of school houses.

Mr. Wright makes a suggestion, which I commend for the consideration of the Co-operative Department, that co-operative societies might invest their money in the erection of rural school buildings, receiving as interest the rental of the buildings. Thus local interest in the buildings would be secured and district boards aided in the uphill task of providing accommodation for their rural schools.

Hitherto district boards have obtained no regular assistance from Provincial revenues towards the erection of school buildings; but this omission will be remedied under the new scheme for the expansion of vernacular education in district board areas.

Scheme for the expansion and improvement of Vernacular education.

26. This scheme was initiated in a circular letter issued to Commissioners in July, 1917, in which the Local Government outlined its policy as follows:—

> "Ultimately Board schools should be established at every centre where an average attendance of not less than fifty children may be expected; provided that a distance of two miles by the nearest route should ordinarily intervene between two Board schools."

As a first step towards the fulfilment of this policy District Inspectors were required to prepare maps showing the situation of all schools in existence in their Districts, and at the same time indicating the position of proposed primary schools, and marking (distinctive marks for each class of school being prescribed) the elementary schools which should be converted into Board schools, and the primary schools which should be raised to the vernacular middle status. To accompany these maps were statements showing not only the names of the villages in which new schools should be established but even the villages with their approximate population which each school would serve.

The policy outlined above was to serve as a general indication of the number of schools that would ultimately be needed, but various factors, such as the density of the population, the proximity of anglo-vernacular schools (which were shown on the map), the physical features of the District, etc., had to be taken into consideration in the preparation of these maps.

The work was necessarily very complex and District Inspectors in the majority of cases failed at first to realise the magnitude of the scheme. Consequently with few exceptions the maps first submitted had to be returned for revision. However under the more direct guidance of Inspectors a series of maps for the whole Province was finally completed in March last. These maps will serve as a record, so far as fluctuations in the population permit of such a record being made, of the ultimate needs of the Punjab in the matter of vernacular education.

The general position disclosed by these maps is as follows:—

| Existing vernacular schools. | | Ultimately needed. | |
|---|---|---|---|
| Middle. | Primary. | Middle. | Primary. |
| 173 | 4,613 | 471 | 8,673 |

Meanwhile in October, 1917, a Committee on District Board Educational Finance was assembled. This Committee recommended that with a view to making systematic progress towards the fulfilment of the policy outlined by Government in its letter of July five-year programmes for the expansion and improvement of vernacular education should be drawn up and submitted to Government; that Government in approving any programme should indicate to the Board the proportion of the cost of the programme which it was prepared to meet from Provincial revenues; that a district board when accepting an approved programme and the financial liability it entailed should accord it "administrative sanction," thereby definitely undertaking to complete it in five years.

It was felt that only by these measures could any continuity of policy in every Board area and an even rate of expansion throughout the Province be assured.

The method by which the proportion which Provincial revenues should contribute towards the cost of each programme should be calculated has been described in Chapter II.

The recommendations of the Committee were accepted by Government, and Inspectors were instructed to prepare five-year programmes on the lines indicated, based upon the maps already submitted.

The programmes have subsequently been prepared and approved by Government, but the final steps for the fulfilment of this scheme have been taken during the present year.

It may be noted that the programmes were to include the improvement of existing institutions, *e.g.*, by the appointment of additional assistants, the replacement of untrained by trained teachers, etc, *pari passu* with the opening of new schools; and in fact in the programmes finally approved five-twelfths of the expenditure will be of this nature.

Compulsory Primary Education Bill.

27. A measure of equal if not greater importance and which loomed more largely in the public eye was the introduction by Government in the Legislative Council of a Compulsory Primary Education Bill. The Bill is of a wide character, being applicable both to rural and municipal areas and capable of extension even to girls, being based on the principle of local option. The Bill was referred to a Select Committee and since the form which it may ultimately take is as yet uncertain, it would be premature to make any more detailed reference to its provisions. It is gratifying to find that it has been generally welcomed by the public.

It is impossible to estimate the ultimate effect of the two measures briefly described in the preceding paragraphs. But at least we have before us a definite goal at which to aim, namely, the provision of adequate facilities for education throughout the Province and the gradual introduction of the compulsory principle in areas where such facilities have been provided; and we shall in future be able to measure with some degree of accuracy our progress towards the realisation of this ideal.

## CHAPTER VI.

### Training of Teachers.

28. There were 1,085 men and 323 women under training in various institutions, a decrease over last year's figures of 89 men and an increase of 61 women. The students under training were distributed as follows:—

| | | |
|---|---|---|
| Central Training College ... | B. T. Class ... | ... 51 |
| | S. A.-V. Class ... | ... 42 |
| | J. A.-V. Class ... | ... 81 |
| | S. V. Class ... | ... 92 |
| Normal Schools for Men (10) ... | ... | ... 741 |
| Training Classes for Men, A.-V. (3) | ... | ... 63 |
| " " " " Vernacular (8) | ... | ... 157 |
| Lahore Normal School for Women | ... | ... 121 |
| Training Classes for Women (13) | ... | ... 169 |
| Sanawar (Men) ... ... | ... | ... 15 |
| St. Bede's, Simla (Women) ... | ... | ... 33 |

Central Training College.

29. The demand for admission to the Central Training College grows every year, and the quality of the candidates selected steadily improves. Ten of these last year had obtained the degree of M.A., three the B.Sc., and twelve the B.A., with honours. The pressure for admissions to the already large S.V. class was also great. The need for this type of teacher will increase rapidly with the expansion of vernacular education; and arrangements have been made during the current year for increased admissions to the class.

Proposals were submitted to the Government of India for a complete revision of the staff of the Central Training College, more especially by the strengthening of the superior (I.E.S. and P.E.S.) staff.

The important part which this institution plays in the educational system of the Punjab, not only by providing teachers for secondary schools, but even more as the source from which the supervising and inspecting staff for all types of educational institutions is drawn, requires that its own staff should have the highest professional and educational qualifications.

Of 208 candidates sent up for the various examinations 195 (or 94 per cent.) were successful.

Normal Schools for Men.

30. There were no new developments in this class of institution. Except in the Rawalpindi Division there was a large excess in the number of candidates for admission over the number of vacancies. Of 717 candidates sent up for the Junior Vernacular examination 641 passed, a very satisfactory record. Special mention must be made of the Jullundur Normal School, which besides distinguishing itself in the athletic field passed 94 per cent. of its candidates in the examination, securing 15 places out of 61 in the first division

Normal School for Women.

31. The number of students in this institution rose to 121, and the need for better accommodation is very great. Hitherto no suitable house has been found. A Christian Hostel was started in connection with the school in January, and had ten inmates. On the transfer of Miss Must to Rawalpindi, Miss Das took charge of the institution, and was succeeded by Miss Uppal in November.

Training of European Teachers.

32. The majority of the students of Sanawar Training Class who had gone to the war returned during the year and finished their courses.

A grant of Rs. 50,000 for two years and of Rs. 25,000 in subsequent years was sanctioned for this institution by the Government of India. It is proposed to utilise the grant for the first few years in constructing a proper building for the school; and a start will be made on the building during the present year.

Of 22 candidates presented for the European Teachers examination by St. Bede's 21 passed.

The management of St. Denys' School, Murree, made arrangements for the training of a limited number of kindergarten teachers.

There is nothing particular to record about the other training institutions.

## CHAPTER VII.

### Professional, Technical and Special Education.

### *Professional Institutions.*

Law College.

33. The staff of the Law College was strengthened by an increase in the number of lecturers from two to five. This enabled the College to introduce a tutorial system by which students are taken in groups of ten to twelve by the various members of the staff.

One hundred and seventy students were successful out of 265 who appeared at the first examination in law. Seventy-one out of 164 candidates passed the LL.B. examination.

Medical College.

34. The number of students at the Medical College rose from 232 to 289. The limit for admissions to both Medical School and College is 175, but Government requirements alone for admissions to the School were 96 leaving only 79 vacancies for the College. In the present year at least 132 must be admitted to the School, and as the limit in total numbers in both institutions has now been reached, not more than 18 students will be admissible to the College. This will cause great hardship to a number of science students who had looked forward to entering the medical profession. The Principal again presses for the separation of the school from the college as the only solution for this difficulty. A Board of Inspection appointed by the Syndicate visited the institution and reported that the provision of hostel accommodation is an immediate necessity. The school hostel will be available on the transfer of that institution, but this will by no means satisfy the need for hostel accommodation.

Veterinary College.

35. There were 85 new admissions to the Veterinary College last year, 55 taking the three-years' course and 30 the four-years' course. Owing to the absence of the post-graduates Professor on military service the post-graduate class was held in abeyance. At the annual examinations held at the conclusion of each year of the course, the students did very well indeed, the percentage of passes varying from 78 to 94.

The Principal reports that the standard of instruction in the College is gradually rising, the increased pay and prospects in the Army Remount Department and in the Civil Veterinary Services in some provinces having induced men of higher qualifications to enter the profession.

Womens' Christian Medical College, Ludhiana.

36. The number of students attending the senior classes (L.P.M.S. and M.P.L.) of the Punjab Medical School for Women, Ludhiana, increased from 48 to 62, the numbers in the other classes remaining practically stationary. The chief need of the institution is increased accommodation, *e.g.*, a suitable laboratory for pathological work, but any scheme of building postulates the acquisition of more land the present site being already congested.

Agricultural College, Lyallpur.

37. The Agricultural College, Lyallpur, worked for the first time as an affiliated college and the first year course was that leading to the University Degree.

"The session ending June, 1918," says the Principal, "is a record of satisfactory progress." The demands for admission rose to 180 in 1917 and were 223 for the present year. Many of the candidates were first class matriculates.

There were 101 applications for admission to the vernacular class, of whom only 37 could be admitted, so that all the district board scholarships could not be utilised. The question of opening a second vernacular class at Gurdaspur is under consideration.

Arrangements for additional students were made, *e.g.*, the erection of a special hostel for the admission of sons of large landholders and ex-students of the Aitchison College, Lahore. It was also decided to admit students from Sindh at the request of the Commissioner in Sindh.

The Education Department owes a debt of gratitude to Mr. W. Roberts the Principal, and to his staff for the keen and practical interest they are taking in the scheme for introducing agricultural teaching in the ordinary schools of the Punjab. Without this expert co-operation the efforts of the Education Department would be foredoomed to failure.

Government School of Engineering, Rasul.

38. The Government School of Engineering, Rasul, suffered from several changes of staff throughout the year. The death of Rai Sahib Pandit Chiranji Lall, Assistant Principal, from heart disease was a great loss to the institution.

Of the students at the School 50 were Hindus, 32 Muhammdans and 16 Sikhs, so that all communities are well represented.

Of 40 students who appeared at the 2nd year's examination, 39 passed, the remaining student passing in all subjects but one, a remarkable result.

Mr. C. E. Blaker took over charge of the institution from Mr. Gemmell towards the end of the session. He states that he is very favourably impressed with the general standard of the majority of the subordinate students, a fair percentage of whom should be quite suitable for overseerships later in their careers and ultimately to be placed in charge of sub-divisions. The surveying course he considers second to none in India.

The draftsmen are not of such good quality ; and the work in this course might be more practical.

Industrial Education.

39. There was a falling off in the number of students attending the Mayo School of Art, the decrease being from 265 to 238.

The decline was undoubtedly due to the great demand for artisan labour owing to the war, and the very high wages offered for work of this kind, which induced a number of students to leave without completing their course.

A subsidiary cause which affected the admission of new students was the bad health of the Province, particularly of Lahore, last year which affected the poorer classes adversely from which classes the bulk of the students are drawn.

The work of the institution maintained its usual high level.

A good hostel is very urgently needed.

The Standing Committee on Technical and Industrial Education met twice and submitted definite proposals to Government for the revision of the system of industrial schools throughout the province. The scheme proposed by the Committee was circulated by Government to local bodies for opinion, but final orders, accepting the scheme, were not received till the current year. An account of it is therefore held over till next year's report. It will, I believe, affect a radical reform in the condition of our industrial schools, which was described in the Quinquennial Review.

Reformatory School, Delhi.

40. The numbers in the Reformatory School, Delhi, fell from 112 to 102, and the Superintendent points out that Magistrates do not even make as much use of the school as they are required to make under the Act. The school has accommodation for fifty more pupils than it at present contains, and it is a pity that its great powers for good are not fully utilised. The Superintendent's interesting report shows that very good work was done throughout the year; and I regret that limitations of space do not permit me to quote more fully from it.

Clerical and Commercial education.

41. The transfer of the Clerical and Commercial Classes, Amritsar, to the Government High School has been a very successful move, and under the supervision of the energetic Headmaster, Mr. E. Smith, the classes have obtained a new lease of life.

Proposals for the institution of a Diploma in Commerce were submitted by me to the Syndicate of the Punjab University, which generally welcomed the idea, and appointed a committee to consider the proposals in detail.

There is a distinct demand for an examination of this kind, the London Chamber of Commerce examinations at present taken by senior pupils being clearly ill-suited to meet local requirements.

Both the Amritsar classes and those held by the Young Men's Christian Association, Lahore, are prepared to present candidates for such a diploma; and it is probable that private commercial schools would follow suit.

Pending its introduction by the University an examination on similar lines was conducted for the first time by the Education Department on the results of which certificates were awarded.

The classes conducted by the Young Women's Christian Association had a successful year—the average attendance rising from 32 to 36. The system of registration and of grant-in-aid to this institution was revised and improved.

The Railway Technical School and the School for the Blind, Lahore, continue to do good work.

## CHAPTER VIII.

### Female Education.

Statistics.

42. There was an increase of 25 in the number of schools for Indian girls last year, *i.e.*, from 990 to 1,015, including one new high school, three new middle schools, and twenty-one new primary schools, all new schools of the primary status being under the management of District Boards.

The numbers in attendance, however, did not increase correspondingly and were 51,987 at the close of the year as compared with 51,496 at the close of the year 1916-17.

The very slight increase in the number of pupils was largely due to the prevalence of sickness last year; the enrolment in all schools having been affected by this cause.

Collegiate education.

43. The only collegiate institution is the Kinnaird College. This institution had hitherto only prepared students up to the intermediate, and girls desiring to take a degree had been obliged to study privately for the examination or to attend a college for men. The Kinnaird College was granted affiliation up to the B.A. last year on condition that the collegiate classes were held quite separately from the school, a condition which was complied with. Five students joined the third-year class on its opening, while nineteen others are preparing for the

intermediate examination. The Zenana Mission house was handed over for the use of the college in October 1917. The staff now consists of four full-time lecturers, one half-time lecturer and two occasional lecturers.

There were five girls preparing for the B.A. degree at other arts colleges.

Secondary Schools.

44. There are only 1,551 girls at the secondary stage of education, but this is an increase of 199 over the number in 1916-17.

Secondary schools are as a rule well equipped ; their chief lack being playgrounds. It is difficult to obtain sufficient ground contiguous to town schools, and girls cannot like boys be taken to playgrounds at any distance from their schools. The Inspectress, Ambala, writes that " physical training is practically unknown outside Mission schools. There is no preparation for it and no desire for it. In a few cases balls, skipping ropes and a swing have been provided, but these are not renewed or repaired".

The Inspectress, Multan, writes that " drill is taught only in the Lyallpur middle school and in the Mission primary school at Montgomery ", *i.e.*, only in two of the 160 schools in the Division.

The staff of secondary schools are as a rule well qualified educationally.

Primary Schools.

45. The same cannot be said of primary schools in which the number of trained teachers increases but slowly. In the Rawalpindi Division for example, of 388 teachers only 17 are trained and certificated. It is at least satisfactory to read in the Ambala Inspectress' report that " in almost every case the trained teacher is a success and effects a vast improvement in the school ; but" she adds, " the difficulty of inducing teachers to go for training is very great ".

During the current year steps have been taken to overcome this difficulty and to supplement the work of the Lahore Normal School for Women by establishing normal schools at mofussil centres ; but an account of these measures will be included in next year's report.

Meantime it is not a matter of surprise that no less than 43,455 or five-sixths of the total number of girls receiving education are in the lower primary stage. The untrained teachers being as a rule only " primary-passed " are not competent to advance their pupils beyond this standard.

Instruction.

46. Within certain well defined limits the work is much better than might be expected. Reading is often fluent, written sums are worked with great accuracy, and handwriting is sometimes surprisingly good. That is to say, a certain amount of mechanical proficiency is attained in the teaching of the 3 Rs. It is when intelligence is needed, *e.g.*, in explaining the matter read, in setting questions in mental arithmetic or explaining the use of the rules learnt, that the deficiencies of the teachers become apparent, " Geography seldom goes beyond the memorising of a list of names and reading a map ".

Inspection.

47. Under these circumstances the only hope of improving the work of the primary schools rests in constant supervision and instruction in method by Inspectresses.

Unfortunately the staff of Inspectresses is very small and of the five posts of Divisional Inspectresses, one, that of Multán, remained vacant throughout the year owing to the transfer of Miss Marshall to the North-West Frontier Province. Miss Douglas was transferred to the Ambala Division, rendered vacant by Mrs. Gilbertson's transfer to Delhi, and her place at Rawalpindi was taken by Miss Must from the Normal School, in whose place Miss Uppal has been officiating. A few District Inspectresses and Superintendents have been engaged by District Boards and Municipalities ; but the appointment of a staff of District Inspectresses by Government is clearly desirable in order that the work may be properly supervised and co-ordinated.

Buildings.

48. Very little building was possible during the past year owing to the high cost of materials. The cost of the few schemes which have been completed, *e.g.*, the dormitories for the Church of Scotland Mission School, Siálkot, far exceeded the original estimates.

A few board schools in the Gurgaon District were constructed, but insufficient care was taken in the selection of the sites.

At Muktasar and Jaspalon in the Jullundur Division and Jaranwála and Kamália in the Multán Division good buildings were constructed by the local bodies concerned.

A great need is a satisfactory building with a garden and playground for the Normal School, Lahore.

*Statement showing the distribution of attendance of Indian girls according to Districts on* 31*st March* 1918.

| Serial No. | District. | Number of girls in | | | | |
|---|---|---|---|---|---|---|
| | | High Schools. | Middle Schools. | Primary Schools. | Zanana classes. | Total. |
| 1 | Hissar ... ... | ... | ... | 576 | ... | 576 |
| 2 | Rohtak ... ... | ... | 40 | 998 | ... | 1,038 |
| 3 | Gurgaon ... ... | ... | ... | 662 | ... | 662 |
| 4 | Karnal ... ... | ... | ... | 719 | ... | 719 |
| 5 | Ambala ... | ... | 206 | 1,033 | ... | 1,239 |
| 6 | Simla ... ... | ... | 100 | 169 | ... | 269 |
| 7 | Kangra ... ... | ... | 79 | 987 | ... | 1,066 |
| 8 | Hoshiarpur ... ... | ... | ... | 1,305 | ... | 1,305 |
| 9 | Jullundur ... ... | 165 | 247 | 2,358 | 131 | 2,901 |
| 10 | Ludhiana ... ... | ... | 643 | 1,563 | ... | 2,206 |
| 11 | Ferozepore ... ... | 381 | 160 | 2,029 | ... | 2,570 |
| 12 | Lahore ... ... | 891 | 1,095 | 2,575 | 17 | 4,578 |
| 13 | Amritsar ... ... | 84 | 1,139 | 3,730 | 75 | 5,028 |
| 14 | Gurdaspur ... ... | 97 | 301 | 1,552 | 85 | 2,035 |
| 15 | Sialkot ... ... | ... | 842 | 3,111 | ... | 3,953 |
| 16 | Gujranwala ... ... | ... | 414 | 2,898 | ... | 3,312 |
| 17 | Gujrat ... ... | ... | .... | 1,896 | 26 | 1,922 |
| 18 | Shahpur ... ... | ... | ... | 1,908 | ... | 1,908 |
| 19 | Jhelum ... ... | ... | 177 | 1,406 | 3 | 1,586 |
| 20 | Rawalpindi ... ... | ... | 753 | 1,873 | ... | 2,626 |
| 21 | Attock ... ... | ... | ... | 1,197 | ... | 1,197 |
| 22 | Mianwali ... ... | ... | 84 | 640 | ... | 724 |
| 23 | Montgomery ... ... | ... | 397 | 725 | ... | 1,122 |
| 24 | Lyallpur ... ... | ... | 332 | 1,180 | 33 | 1,545 |
| 25 | Jhang ... ... | ... | 354 | 1,638 | ... | 1,992 |
| 26 | Multan ... ... | ... | 560 | 1,399 | 73 | 2,032 |
| 27 | Muzaffargarh ... ... | ... | 118 | 688 | ... | 806 |
| 28 | Dera Ghazi Khan ... ... | ... | ... | 1,429 | ... | 1,429 |
| | Total ... | 1,618 | 8,041 | 42,244 | 443 | 52,346 |

## CHAPTER IX.

### Education of Europeans.

Statistics.

49. There are few changes to report in the condition of the European Schools in the Province.

The number of public schools remained the same, namely, 34, and the number of pupils in attendance at all schools increased by 61 to 3,011.

The number of high schools decreased by one to thirteen, owing to the reduction of the Cathedral Boys' School, Lahore, to the middle status. This was a wise move, as there was little use in maintaining a high department for three or four pupils.

The total expenditure from all sources increased from Rs. 9,32,170 to Rs. 9,75,345.

Direct expenditure increased by Rs. 6,097, *i.e.*, from Rs. 3,66,655 to Rs. 3,72,752.

Teachers.

50. The increase in direct expenditure is chiefly due to increased staff grants. This is satisfactory as it means an increase both in the rates of salaries and in the number of trained teachers. The actual number of trained teachers employed was 137, as compared with 127 in the preceding year, the number of untrained teachers decreasing from 82 to 66. Serious difficulty is being experienced owing to the war in recruiting masters for boys schools. This difficulty is inevitable under present conditions, but the Inspector of European Schools is of opinion that the difficulty will not cease with the war. He

believes that the young masters who are serving in the Indian Army Reserve of Officers, who have become accustomed to a higher standard of living, wil not be prepared to return to the "limited and impoverished life of an assistant master."

Examinations.

51. The results of the departmental examinations were quite satisfactory, 79·74 per cent. of the candidates passing the High school examination as compared with 67·1 last year, and 72·7 passing the Middle examination as compared with 71·43 last year.

A great deal of trouble was experienced in connection with the conduct of the Cambridge Senior Local examination, the papers having been lost in transit owing to enemy action. The examination at the Simla centre was abandoned. Single copies of the question paper were received by the Superintendent in Lahore and an examination for 36 candidates held there; but it was only after strong representations that the Cambridge authorities finally decided to accept this examination. Twelve of the candidates were successful. There appears to be great need for an all-India examination of sufficient status to be recognised by the home authorities as equivalent to the Cambridge Senior Local examination.

Physical training.

52. The new regulations of the Indian Defence Force for the training of junior cadets have been much criticised by headmasters. They have put a stop to the development of the scouting movement except in the Christ Church School, Simla, and they have also put an end to the rifle shooting competition for the European Schools Challenge Shield.

The attention to games in boys' and girls' schools varies very much from school to school; and is dependent on the provision of playgrounds and the interest taken by the teachers. The former factor will always be a difficulty in hill schools, but the latter might be improved if teachers were trained to organise games.

The Girl Guide movement was introduced with success in the Cathedral High School for Girls, Lahore.

Lawrence Military Asylum, Sanawar.

53. Several long-needed improvements were effected at the Lawrence Military Asylum. Chief amongst these is the provision of a good water supply by pipes from Sanawar. Hitherto the Asylum had been dependent on a local spring which was proved unquestionably to be tainted. The institution is now better off in this respect than it has been since its foundation in 1847. The sanitation was improved, and better servants' quarters were constructed. But much remains to be done in the matter of buildings, before the institution can be pronounced really up to date.

An interesting development is the opening of a babies department which has already an enrolment of twelve. This department was opened at the instance of Mr. Barne in view of the number of applications received to admit babies whose mothers have died while their fathers are on active service. In addition to affording a home for the babies this new department provides a training ground for the elder girls as children's nurses. Plans and estimates for a créche have now been prepared.

Lawrence School, Ghora Gali.

54. There were 361 children (240 boys and 121 girls) at the Lawrence School, Ghora Gali. There were several changes in the staff of the girls' school during the year; and an increase in the staff of matrons especially for the hospital and boys' school is an urgent need.

The school did exceptionally well in examinations last year, passing 18 out of 20 at the High school examination and 22 out of 26 at the Middle school examination, no less than thirteen children winning scholarships.

No large building operations were undertaken during the year, and the provision of proper hospital accommodation is a particularly urgent requirement.

The Principal points out the desirability of equipping the school with electric light, by installing an electric power station at the dhobi ghat where there is an excellent head of water all the year round, which could also be utilised as the water supply of the school. This scheme appears to be practicable at no great cost; and will undoubtedly deserve consideration when materials for electric supply are available after the war.

# CHAPTER X.

## EDUCATION OF SPECIAL CLASSES.

### (*i*) *Muhammadans.*

55. The following table shows the number of scholars belonging to the three chief communities in the Province in educational institutions of all kinds :—

| | | MUHAMMADANS. | | | | HINDUS. | | | | SIKHS. | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1917-18. | 1916-17. | Increase. | Decrease. | 1917-18. | 1916-17. | Increase. | Decrease. | 1917-18. | 1916-17. | Increase. | Decrease. |
| Arts Colleges | English ... | 921 | 848 | 73 | ... | 2,832 | 2,680 | 152 | ... | 671 | 502 | 169 | ... |
| | Oriental | 35 | 40 | ... | 5 | 71 | 95 | ... | 24 | 6 | 10 | ... | 4 |
| Professional Colleges. | Law ... | 58 | 40 | 18 | ... | 356 | 236 | 120 | ... | 22 | 18 | 4 | ... |
| | Medicine ... | 37 | 22 | 15 | ... | 203 | 161 | 42 | ... | 49 | 48 | 1 | ... |
| | Engineering ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Teaching ... | 91 | 84 | 7 | ... | 123 | 120 | 3 | ... | 42 | 41 | 1 | ... |
| | Agriculture ... | 49 | 50 | ... | 1 | 31 | 26 | 5 | ... | 32 | 37 | ... | 5 |
| | Veterinary ... | 135 | 124 | 11 | ... | 44 | 35 | 9 | ... | 38 | 45 | ... | 7 |
| | Total ... | 1,326 | 1,208 | 118 | ... | 3,660 | 3,353 | 307 | ... | 860 | 701 | 159 | ... |
| Secondary Schools. | Anglo-vernacular | 26,399 | 25,916 | 483 | ... | 43,751 | 42,946 | 805 | ... | 12,230 | 11,931 | 299 | ... |
| | Vernacular ... | 10,226 | 10,966 | ... | 740 | 13,320 | 13,614 | ... | 294 | 3,611 | 3,690 | ... | 79 |
| | Total ... | 36,626 | 36,882 | ... | 257 | 57,071 | 56,560 | 511 | ... | 15,841 | 15,621 | 220 | ... |
| Primary Schools ... ... | | 101,810 | 105,135 | ... | 3,325 | 103,471 | 102,554 | 917 | ... | 34,264 | 34,171 | 93 | ... |
| Training Schools ... ... | | 301 | 364 | ... | 63 | 407 | 430 | ... | 23 | 84 | 81 | 3 | ... |
| Medical Schools ... ... | | 139 | 122 | 17 | ... | 169 | 165 | 4 | ... | 107 | 86 | 21 | ... |
| Technical and Industrial Schools. | Mayo School of Art | 147 | 152 | ... | 5 | 68 | 83 | ... | 15 | 19 | 21 | ... | 2 |
| | Engineering Schools | 32 | 31 | 1 | ... | 50 | 48 | 2 | ... | 16 | 19 | ... | 3 |
| | Industrial Schools .. | 1,362 | 1,467 | ... | 105 | 769 | 789 | ... | 20 | 212 | 247 | ... | 35 |
| | Commercial Schools | ... | ... | ... | ... | ... | 26 | ... | 26 | ... | 10 | ... | 10 |
| | Reformatory Schools | 47 | 46 | 1 | ... | 36 | 46 | ... | 10 | 3 | 3 | ... | ... |
| | Other Special Schools | 31 | 26 | 5 | ... | 44 | 43 | 1 | ... | 4 | 8 | ... | 4 |
| Total Public Institutions ... | | 141,820 | 145,433 | ... | 3,613 | 165,745 | 164,097 | 1,648 | ... | 51,410 | 50,968 | 442 | ... |
| Scholars at Private Schools ... | | 21,748 | 24,416 | ... | 2,668 | 11,882 | 13,104 | ... | 1,222 | 2,652 | 2,914 | ... | 262 |
| Total at Public and Private Schools | | 163,568 | 169,849 | ... | 6,281 | 177,627 | 177,201 | 426 | ... | 54,062 | 53,882 | 180 | ... |

These figures show an increase of Muhammadans in colleges and Anglo-vernacular secondary schools, but not in proportion to the increase shown by other communities.

The actual percentage of scholars belonging to the Muhammadan community in the secondary stages of education is as follows :—

| Secondary schools. | High stage. | Middle stage. |
|---|---|---|
| 32·22 | 28·07 | 33·34 |

The decline in the attendance at primary schools was dealt with in Chapter V and the general question of the backwardness of Muhammadans in education was treated at some length in the quinquennial review.

### (*ii*) *Jains.*

56. Out of 154,936 non-Brahman Hindus in public institutions there were 1,950 Jains, namely, 53 in colleges, 914 in secondary schools, 979 in primary schools and 4 in special schools.

### (*iii*) *Education of the Upper Classes.*

57. The average number of boys on the roll of the Aitchison College throughout the year was 107.

Among other changes made during the year are—

(*a*) the enhancement of the fees from Rs. 53 to Rs. 60.

(*b*) the formation of a mounted Cadet Corps. "Much enthusiasm has been shown and a large increase in the number of boys owning and riding ponies has only been limited by the lack of stable accommodation." There are now over 35 members who drill regularly with the Punjab Light Horse.

(*c*) For junior boys training on the lines of the boy scout movement has been initiated and has met with much success.

Mr. L. A. Leslie-Jones, who had been Principal of the College since 1904, and to whom the College owes much, was transferred to the Mayo College, Ajmere, at the end of the summer term, his place being taken by Mr. J. Kelly, the senior member of the staff.

The staff has suffered a number of changes during the year and the committee has before it proposals for a measure of reorganisation, which it is hoped to introduce with the aid of the increased income from fees and an enhanced grant from Government, for which application has been made.

### Education of Low Castes and Criminal Tribes.

58. The Inspector of the Lahore Division reports the opening of six new schools in his division for low caste boys, the Inspector of Jullundur of five such schools, while the Inspector of Ambala, Lala Hari Das, reports the opening of five low caste schools (three in Gurgaon and two in Ambala), and the closing of three such institutions (two in Karnal and one in Rohtak).

The last named Inspector also reports an increase from 290 to 732 of low caste children attending ordinary schools. Of these no less than 429 were Chamars. "The phenomenal rise," he says, "is in a measure due to the levelling tendencies of the times and the consequent decay of prejudices."

Eighty-nine Minas (a criminal tribe) attend schools in the Gurgaon District and are in receipt of special stipends.

## CHAPTER XI.

### Text-Book Committee.

Text-Book Committee.

59. The total number of books considered by the Text-Book Committee was 384 as compared with 500 in the previous year. The decline in the number of publications clearly indicates that war conditions and the consequent rise in the cost of paper and production are being increasingly felt.

The decline in the quantity and quality of the books submitted for the award of prizes under the scheme for the encouragement of vernacular literature having been brought to the notice of the committee by Government it resolved that in future—

(*i*) prizes should be of higher value and fewer in number, the minimum reward to be not less than Rs. 500, while in the case of works of exceptional merit it might reach Rs. 1,000;

(*ii*) works of real worth and outstanding merit only should be rewarded, it being clearly understood that in the event of the required standard not being reached even the best book of a year should not receive a prize;

(*iii*) any balance remaining in the fund after the awards for a given year had been paid should be utilized in the purchase and distribution to schools of good vernacular literature.

Towards the close of the year the committee represented to Government the need for some standardisation of the technical terms used in vernacular text-books. Government accordingly appointed six sub-committees, consisting of three members each, to deal respectively with the Urdu terms in use in (*a*) Agriculture, (*b*) Physics, (*c*) Chemistry, (*d*) Education, (*e*) Geography, (*f*) Mathematics.

The function of these committees is to consider the terms in use in Urdu text-books up to the Matriculation standard, and where alternative terms are found to select the best, in cases where English or foreign words (*e.g.*, Geographical names) are necessarily or commonly employed to select the best transliteration of them, and in exceptional cases where the English term has not gained currency, is unsuitable for transliteration, and has no Urdu equivalent (*e.g.*, manual training), to suggest such an equivalent.

The committees are working under the auspices of the Text-Book Committee and their results will be scrutinised first by the respective sub-committees of that body, then by the committee as a whole. The lists will then be submitted to a few recognised authorities on the Urdu language for final criticism before being adopted by the Department. When finally accepted all text-books approved by the Text-Book Committee and the Education Department in future will be required to use only these standard terms.

The sub-committees are at present at work and are reported to have made considerable progress with their difficult task. The results of their labours should do much to facilitate the use of the vernacular medium in secondary schools.

## CHAPTER XII.

### The Schools and the War.

60. The following table is of interest as showing the contributions in men and money made by Educational institutions in the Punjab to the cause of the Allies in the present war :—

| 1 | 2 | 3 | 4 | 5 | 6 | | | | 7 |
|---|---|---|---|---|---|---|---|---|---|
| Serial No. | Institutions. | Total number of staff and pupils. | Total number of staff and pupils who have joined the war. | Total number of recruits obtained by the staff and pupils for the army. | Money subscribed by staff and pupils. | | | | Subscriptions obtained by staff and pupils to war funds. |
| | | | | | (a) War Loan. | (b) Aeroplane Fund. | (c) Our Day Fund. | (d) Red Cross and other Funds. | |
| | | | | | Rs. | Rs. | Rs. | Rs. | Rs. |
| 1 | Arts Colleges ... | 4,068 | 78 | 117 | 86,087 | 63 | 2,135 | 3,045 | 7,148 |
| 2 | Professional Colleges ... | 1,447 | 59 | 199 | 1,17,610 | 583 | 838 | 3,034 | 750 |
| 3 | Other Special Schools ... | 3,235 | 147 | 45 | 12,343 | 503 | 1,417 | 1,221 | 651 |
| 4 | Secondary Schools, Ambala Division. | 16,570 | 546 | 131 | 28,178 | 842 | 4,067 | 3,855 | 7,181 |
| 5 | Secondary Schools, Jullundur Division. | 27,184 | 1,615 | 399 | 55,364 | 1,370 | 14,503 | 563 | 4,117 |
| 6 | Secondary Schools, Lahore Division. | 41,395 | 1,224 | 368 | 1,06,313 | 3,534 | 15,153 | 7,429 | 17,122 |
| 7 | Secondary Schools, Rawalpindi Division. | 22,492 | 870 | 109 | 45,235 | 2,890 | 5,681 | 3,164 | 4,123 |
| 8 | Secondary Schools, Multan Division. | 16,890 | 153 | 14 | 32,052 | 1,019 | 6,638 | 2,764 | 1,306 |
| 9 | Primary Schools for males in the Province. | 228,912 | 2,563 | 1,293 | 59,575 | 1,414 | 20,973 | 5,923 | 8,143 |
| 10 | Secondary Schools for females in the Province. | 12,403 | ... | ... | 11,198 | 925 | 3,067 | 2,195 | 1,027 |
| 11 | Female Primary Schools in the Province. | 32,899 | ... | 14 | 5,774 | 67 | 3,077 | 538 | 284 |
| 12 | European Schools ... | 3,345 | 339 | 46 | 33,501 | 350 | 5,720 | 9,606 | 6,675 |
| | Grand Total | 410,840 | 7,594 | 2,735 | 5,93,230 | 13,560 | 83,269 | 43,337 | 58,527 |

This table shows that over ten thousand recruits, three-quarters of whom were actually masters or students in schools, were provided for the army, while nearly Rs. 8 lakhs were subscribed to war funds. This is a record of which the Punjab Colleges and schools may well be proud.

It is only just to mention a few of the institutions, whose records are particularly fine :—

(*a*) *Recruiting.*—The Government College, Lahore, provided 116 recruits chiefly through the agency of the War News Association, an account of whose activities will be found in the Quinquennial Review. It also subscribed or obtained subscriptions amounting to over a lakh of rupees.

The Jat High School, Rohtak, with an average enrolment of 408 masters and pupils, has sent 104 of its pupils and staff to the War ; the Reformatory School, Delhi, 43 out of an average enrolment of 139 ; the Vernacular Middle School, Kalanaur, 55 out of 203, obtaining also 11 outside recruits ; the Vernacular Middle School, Guryani, 30 out of 177, with 16 recruits ; the S. B.

Amin Chand High School, Bajwara, 55 out of 224; the Malwa Khalsa High School, Ludhiana, has sent 78 out of an average of enrolment of 449 and obtained no less than 200 outside recruits; the Christian Boys' Boarding School, Ludhiana, 51 out of 124, with 17 outside recruits; the Municipal Board Vernacular School, Patti, 42 out of 300, with 17 recruits; the District Board School, Chabhal, 26 out of 120; the Scotch Mission School, Sialkot, 4 out of 354, with 175 recruits; the Mission School, Martinpur, 30 out of 157; the Mission High School, Dalwal, 105 out of 374; the District Board School, Kallar, 35 out of 137; the Khalsa High School, Lyallpur, 40 out of 266; the National Anglo-vernacular Middle School, Sham Chaurasi, 56 out of 292; the Khalsa Anglo-vernacular Middle School, Mahlpur, 53 out of 194; the Rajput Doaba High School, Nadalon, the Mission High School, Jullundur, the Dayanand Anglo-vernacular Schools at Daulatpur and Muktsar, the District Board Anglo-vernacular Schools at Tanda and Garhshankar, and the Punjab Veterinary College (89 out of 260, with 193 recruits).

(*b*) *Subscriptions.*—The Government College; the Law College; the Medical College; the Government High School, Simla; the Central Model School, Lahore; the Municipal School, Jagadhri; the Vernacular Middle Schools, Rangpura and Hodal; Rivaz Government High School, Dharmsala; Government High School, Ferozepore; C. B. B. School, Ludhiana; D. A.-V. School, Muktsar; District Board Anglo-vernacular School, Palampur; District Board School, Rahon; M. A.-O. School, Amritsar; Mission High School, Amritsar; Baring High School, Batala; A. L. O. E. School, Batala; Mission High School, Narowal; District Board School, Jamke; King George Hindu High School, Gujranwala; Crosse High School, Akalgarh; Government High School, Gujrat; Sanskrit High School, Dinga; V. B. High School, Jalalpur Jattan; Government High School, Jhelum; Government, C. M. S. and D. A-V. Schools, Multan.

(*N.B.*—It is impossible to gauge properly the comparative value of the subscriptions made by different institutions, as this is largely dependent on the financial circumstances of the parents of pupils, small subscriptions from vernacular schools often involving much greater sacrifice than large sums subscribed by higher class institutions. The above list consequently does not do proper justice to the efforts made by pupils and masters of Vernacular Middle and Primary Schools.)

# GENERAL TABLE I.

## ABSTRACT STATEMENT OF COLLEGES, SCHOOLS AND SCHOLARS IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1917-18.

*(For details see General Table III.)*

| Area and population. | | | Particulars. | | | Public Institutions. | | | | | | | | Private Institutions. | | | Grand Total. | Average Number of Towns and Villages served by | | Percentage to population of Scholars in | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | *University Education.* | | *School Education, General.* | | | *School Education, Special.* | | | | | | | | | | |
| Total area in square miles. | Number of towns* and villages. | Population. | | | | Arts Colleges. | Professional Colleges. | Secondary Schools. | Primary Schools. | Total. | Training Schools. | All other Special Schools. | Total. | Advanced. | Elementary. | Total. | | Public Institutions. | Public or Private Institutions. | Public Institutions. | Public or Private Institutions. |
| 1 | 2 | 3 | 4 | | | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| | Towns* ... 127 | Males ... 10,769,704 | Institutions ... | For Males | ... | 11 | 6 | 434 | 5,084 | 5,518 | 13 | 38 | 5,586 | 167 | 1,671 | 1,838 | 7,424 | 5·9 | 4·5 | ... | ... |
| 99,251 | Villages ... 33,094 | Females ... 8,806,943 | | For Females | ... | 1 | 1 | 80 | 954 | 1,034 | 14 | 6 | 1,056 | 1 | 760 | 761 | 1,817 | 31·4 | 18·2 | ... | ... |
| | Total ... 33,221 | Total ... 19,576,647 | | Total | ... | 12 | 7 | 514 | 6,038 | 6,552 | 27 | 44 | 6,642 | 168 | 2,431 | 2,599 | 9,241 | 5·0 | 3·6 | ... | ... |
| | | | Scholars ... | Males | ... | 4,593 | 1,332 | 112,050 | 242,335 | 354,385 | 804 | 3,402 | 364,516 | 2,740 | 33,743 | 36,483 | 400,999 | ... | ... | 3·38 | 3·72 |
| | | | | Females | ... | 28 | 38 | 11,286 | 43,254 | 54,540 | 290 | 632 | 55,528 | 65 | 12,247 | 12,312 | 67,840 | ... | ... | 0·62 | 0·77 |
| | | | | Total | ... | 4,621 | 1,370 | 123,336 | 285,589 | 408,925 | 1,094 | 4,034 | 420,044 | 2,805 | 45,990 | 48,795 | 468,839 | ... | ... | 2·15 | 2·39 |

*All places containing 5,000 inhabitants or upwards and all municipalities whatever their population are entered as towns.

# GENERAL

## ABSTRACT STATEMENT OF EXPENDITURE ON PUBLIC INSTRUCTION

*(For details see*

| | Total Direct Expenditure on Public Instruction. | | | | | | |
|---|---|---|---|---|---|---|---|
| | *University Education.* | | *School Education, General.* | | *School Education, Special.* | | |
| | Arts Colleges. | Colleges for Professional Training. | Secondary Schools. | Primary Schools. | Training Schools. | All other Special Schools. | Total. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. |
| 1. Institutions—for Males ... | 6,65,093 | 4,62,954 | 31,42,360 | 17,01,552 | 1,58,246 | 2,55,517 | 63,85,722 |
| Institutions—for Females ... | 7,144 | 20,099 | 5,53,649 | 4,04,801 | 46,382 | 98,413 | 11,30,488 |
| Total ... | 6,72,237 | 4,83,053 | 36,96,009 | 21,06,353 | 2,04,628 | 3,53,930 | 75,16,210 |
| 2. (*a*)—Percentages of Provincial Expenditure included in columns 2—16 to Total Provincial Expenditure on Public Instruction .. | 4·66 | 8·17 | 23·52 | 23·8· | 3·62 | 4·57 | 63·38 |
| (*b*)—Percentages of Local Fund Expenditure included in columns 2—16 to Total Local Fund Expenditure on Public Instruction ... | ·02 | ·23 | 16·04 | 38·01 | ·47 | 1·12 | 55·89 |
| (*c*)—Percentages of Municipal Expenditure included in columns 2—16 to Total Municipal Expenditure on Public Instruction. ... | ·37 | ·09 | 48·37 | 21·94 | 1·60 | 3·37 | 75·74 |
| (*d*)—Percentages of Total Expenditure in columns 2—16 to Total Expenditure on Public Instruction. ... | 5·86 | 4·22 | 32·22 | 18·36 | 1·77 | 3·09 | 65·52 |
| | Rs. A. P. | Rs. A. P. | Rs. A. P. | Rs. A. P. | Rs. A. P. | Rs. A. P. | Rs. A. P. |
| 3. Average annual cost of educating each pupil in— | | | | | | | |
| Government Institutions, Cost to Provincial Revenues ... | 173 6 5 | 434 5 4 | 27 8 3 | 12 12 1 | 188 3 7 | 117 4 0 | 65 15 0 |
| Government Institutions, Cost to Local and Municipal Funds ... | ... | 3 11 0 | ... | ... | ... | ... | 0 2 11 |
| Government Institutions, Total cost ... | 277 13 3 | 481 6 0 | 54 4 0 | 19 2 0 | 188 3 7 | 128 14 4 | 92 14 6 |
| Local Fund and Municipal Board Schools, Cost to Provincial Revenues ... | ... | ... | 4 8 8 | 4 15 7 | 53 7 3 | 16 12 7 | 4 15 9 |
| Local Fund and Municipal Board Schools, Cost to Local and Municipal Funds ... | ... | ... | 51 3 0 | 2 6 10 | 108 8 6 | 13 10 9 | 3 1 9 |
| Local Fund and Municipal Board Schools, Total cost ... | ... | ... | 17 5 2 | 7 15 3 | 161 15 8 | 32 4 8 | 10 1 11 |
| Aided Institutions, Cost to Provincial Revenues ... | 60 3 0 | 430 1 8 | 11 2 8 | 2 14 2 | 128 13 5 | 60 4 5 | 7 14 2 |
| Aided Institutions, Cost to Local and Municipal Funds ... | 0 13 6 | ... | 2 8 3 | 1 3 9 | ... | 4 0 3 | 1 2 4 |
| Aided Institutions, Total cost ... | 165 1 4 | 528 14 9 | 35 11 4 | 6 13 2 | 213 3 6 | 150 9 3 | 22 11 2 |
| Unaided Institutions—Total cost ... | 90 4 6 | 73 13 2 | 270 0 1 | 5 4 9 | 101 3 4 | 31 5 2 | 24 11 9 |
| All Institutions, Cost to Provincial Revenues ... | 52 11 5 | 305 7 4 | 9 4 5 | 4 4 8 | 164 10 4 | 57 5 6 | 8 4 6 |
| All Institutions, Cost to Local and Municipal Funds ... | 0 6 6 | 2 7 9 | 3 2 3 | 2 0 11 | 11 5 4 | 7 0 5 | 2 7 6 |
| All Institutions, Total cost ... | 152 5 4 | 360 7 9 | 21 2 6 | 7 10 2 | 185 13 3 | 88 10 7 | 18 2 8 |

# TABLE II.

## IN THE PUNJAB FOR THE OFFICIAL YEAR 1917-18.

*General Table IV.)*

| Total Indirect Expenditure on Public Instruction. | | | | | | | Total expenditure on Public Instruction. | Remarks. |
|---|---|---|---|---|---|---|---|---|
| University. | Direction. | Inspection. | Scholarships. | Buildings, furniture and apparatus. | Miscellaneous. | Total. | | |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | |
| 3,90,504 | 73,354 | 4,11,765 | 3,98,658 | 15,18,121 | 11,64,240 | 39,56,642 | 1,14,72,852 | |
| 3,90,504 | 73,354 | 4,11,765 | 3,98,658 | 15,18,121 | 11,64,240 | 39,56,642 | 1,14,72,852 | |
| 1·75 | 1·46 | 6·91 | 3·13 | 11·03 | 7·34 | 31·62 | 100 | |
| ... | ... | 4·69 | 8·10 | 25·06 | 6·26 | 44·11 | 100 | |
| — | ... | 1·78 | 6·48 | 9·63 | 6·37 | 24·26 | 100 | |
| 3·41 | ·64 | 3·59 | 3·47 | 13·23 | 10·14 | 34·48 | 100 | |

# GENERAL

## COLLEGES, SCHOOLS AND SCHOLARS

| CLASS OF INSTITUTION. | PUBLIC | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | UNDER PUBLIC MANAGEMENT. | | | | | | | |
| | *Managed by Government.* | | | | *Managed by Local Funds and Municipal Boards.* | | | |
| | Number of institutions. | Number of scholars on the rolls on 31st March. | Average number on the rolls monthly during the year. | Average daily attendance. | Number of institutions. | Number of scholars on the rolls on 31st March. | Average number on the rolls monthly during the year. | Average daily attendance. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| **UNIVERSITY EDUCATION.** | | | | | | | | |
| *Arts Colleges.* | | | | | | | | |
| English ... ... ... for males | 1 | 598 | 608 | 506 | ... | ... | ... | ... |
| for females | ... | ... | ... | ... | ... | ... | ... | ... |
| Oriental ... ... ... for males | ... | ... | ... | ... | ... | ... | ... | ... |
| for females | ... | ... | ... | ... | ... | ... | ... | ... |
| *Colleges for Professional Training.* | | | | | | | | |
| Law ... ... ... for males | ... | ... | ... | ... | ... | ... | ... | ... |
| for females | ... | ... | ... | ... | ... | ... | ... | ... |
| Medicine ... ... ... for males | 1 | 289 | 300 | 291 | ... | ... | ... | ... |
| for females | ... | ... | ... | ... | ... | ... | ... | ... |
| Engineering ... ... ... for males | ... | ... | ... | ... | ... | ... | ... | ... |
| for females | ... | ... | ... | ... | ... | ... | ... | ... |
| Teaching ... ... ... for males | 2 | 281 | 282 | 260 | ... | ... | ... | ... |
| for females | ... | ... | ... | ... | ... | ... | ... | ... |
| Agriculture ... ... ... for males | 1 | 112 | 99 | 89 | ... | ... | ... | ... |
| for females | ... | ... | ... | ... | ... | ... | ... | ... |
| Veterinary ... ... ... for males | 1 | 218 | 224 | 206 | ... | ... | ... | ... |
| for females | ... | ... | ... | ... | ... | ... | ... | ... |
| Commercial ... ... ... for males | ... | ... | ... | ... | ... | ... | ... | ... |
| for females | ... | ... | ... | ... | ... | ... | ... | ... |
| Forestry ... ... ... for males | ... | ... | ... | ... | ... | ... | ... | ... |
| for females | ... | ... | ... | ... | ... | ... | ... | ... |
| Total ... | 6 | 1,498 | 1,513 | 1,352 | ... | ... | ... | ... |
| **SCHOOL EDUCATION, GENERAL.** | | | | | | | | |
| *Secondary Schools.* | | | | | | | | |
| High Schools for males ... ... ... ... | 31 | 12,279 | 12,530 | 11,184 | 16 | 4,905 | 5,271 | 4,660 |
| Middle Schools for males ... ... English | ... | ... | ... | ... | 69 | 16,249 | 16,680 | 14,574 |
| Vernacular | ... | ... | ... | ... | 148 | 26,894 | 28,640 | 24,765 |
| High Schools for females ... ... ... | 4 | 922 | 894 | 723 | ... | ... | ... | ... |
| Middle Schools for females ... ... English | ... | ... | ... | ... | ... | ... | ... | ... |
| Vernacular | ... | ... | ... | ... | 22 | 3,413 | 3,326 | 2,679 |
| Total ... | 35 | 13,201 | 13,424 | 11,907 | 255 | 51,461 | 53,917 | 46,678 |
| *Primary Schools.* | | | | | | | | |
| For males ... ... ... ... ... | 7 | 1,035 | 992 | 871 | 3,526 | 176,860 | 171,521 | 145,860 |
| For females ... ... ... ... ... | ... | ... | ... | ... | 623 | 26,423 | 25,708 | 20,355 |
| Total ... | 7 | 1,035 | 992 | 871 | 4,149 | 203,283 | 197,229 | 166,215 |

# TABLE III.

## IN THE PUNJAB FOR THE OFFICIAL YEAR 1917-18.

| INSTITUTIONS. | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| UNDER PRIVATE MANAGEMENT. | | | | | | | | | | NUMBER OF SCHOLARS ON 31ST MARCH LEARNING | | | | | |
| *Aided by Government, by Local Funds or Municipal Boards.* | | | | *Unaided.* | | | | | | | | | | | |
| Number of institutions. | Number of scholars on the rolls on 31st March. | Average number on the rolls monthly during the year. | Average daily attendance. | Number of institutions. | Number of scholars on the rolls on 31st March. | Average number on the rolls monthly during the year. | Average daily attendance. | Grand Total of institutions. | Grand Total of Scholars on 31st March. | English. | A classical language. | A vernacular language. | Number of girls in boys' schools. | Number of boys in girls' schools. | REMARKS. |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 5 | 2,084 | 1,975 | 1,733 | 4 | 1,852 | 1,682 | 1,322 | 10 | 4,484 | 4,333 | 2,197 | ... | 4 | ... | |
| 1 | 24 | 22 | 19 | ... | ... | ... | ... | 1 | 24 | 24 | .... | 24 | ... | ... | |
| 1 | 113 | 132 | 108 | ... | ... | ... | ... | 1 | 113 | 106 | 98 | 6 | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | .... | ... | ... | ... | |
| ... | ... | ... | ... | 1 | 437 | 397 | 365 | 1 | 437 | 437 | .... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | 1½ | 289 | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | 2 | 281 | 189 | ... | 98 | 5 | ... | |
| 1 | 33 | 33 | 33 | ... | ... | ... | ... | 1 | 33 | 33 | 27 | 6 | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | 1 | 112 | 65 | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | 1 | 218 | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 8 | 2,204 | 2,167 | 1,893 | 5 | 2,289 | 2,079 | 1,687 | 19 | 5,991 | 5,187 | 2,322 | 134 | 9 | ... | |
| 83 | 33,426 | 34,186 | 29,957 | 18 | 4,625 | 4,815 | 4,243 | 143 | 55,235 | 44,085 | 31,800 | 45,193 | 1 | ... | |
| 51 | 9,199 | 9,294 | 8,173 | 20 | 3,545 | 3,646 | 3,225 | 140 | 28,993 | 18,005 | 13,701 | 24,017 | 44 | ... | |
| 3 | 655 | 720 | 656 | ... | ... | ... | ... | 151 | 27,549 | 233 | 8,108 | 27,729 | 8 | ... | |
| 12 | 1,393 | 1,355 | 1,235 | 2 | 415 | 417 | 317 | 18 | 2,730 | 1,722 | 670 | 1,532 | ... | 145 | |
| 14 | 1,213 | 1,178 | 1,029 | 2 | 179 | 172 | 133 | 16 | 1,392 | 1,049 | 75 | 671 | ... | 178 | |
| 24 | 4,024 | 3,833 | 2,836 | ... | ... | ... | ... | 43 | 7,437 | 143 | 972 | 7,437 | ... | 3 | |
| 187 | 49,910 | 50,568 | 43,886 | 37 | 8,764 | 9,050 | 7,918 | 514 | 123,336 | 65,237 | 54,826 | 106,579 | 53 | 326 | |
| 1,367 | 58,465 | 56,720 | 49,587 | 184 | 6,985 | 6,438 | 5,650 | 5,084 | 243,345 | 2,889 | 1,587 | 243,160 | 1,223 | ... | |
| 294 | 14,400 | 13,256 | 10,817 | 37 | 1,421 | 1,315 | 1,110 | 954 | 42,244 | 113 | 700 | 41,781 | ... | 213 | |
| 1,661 | 72,865 | 69,976 | 60,404 | 221 | 8,406 | 7,753 | 6,760 | 6,038 | 285,589 | 3,002 | 2,287 | 284,941 | 1,223 | 213 | |

# GENERAL

## COLLEGES, SCHOOLS AND SCHOLARS

PUBLIC

| CLASS OF INSTITUTION. | | Under Public Management. | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | *Managed by Government.* | | | | *Managed by Local Funds and Municipal Boards.* | | | |
| | | Number of institutions. | Number of scholars on the rolls on 31st March. | Average number on the rolls monthly during the year. | Average daily attendance. | Number of institutions. | Number of scholars on the rolls on 31st March. | Average number on the rolls monthly during the year. | Average daily attendance. |
| 1 | | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| SCHOOL EDUCATION, SPECIAL. | | | | | | | | | |
| Training schools | for males | 10 | 728 | 745 | 712 | ... | ... | ... | ... |
| | for females | 1 | 121 | 117 | 104 | 6 | 121 | 115 | 112 |
| Schools of Art | for males | 1 | 238 | 259 | 216 | ... | ... | ... | ... |
| | for females | ... | ... | ... | ... | ... | ... | ... | ... |
| Law Schools | for males | ... | ... | ... | ... | ... | ... | ... | ... |
| | for females | ... | ... | ... | ... | ... | ... | ... | ... |
| Medical Schools | for males | 1 | 342 | 353 | 344 | ... | ... | ... | ... |
| | for females | ... | ... | ... | ... | ... | ... | ... | ... |
| Engineering and Surveying Schools | for males | 1 | 99 | 99 | 97 | ... | ... | ... | ... |
| | for females | ... | ... | ... | ... | ... | ... | ... | ... |
| Technical and Industrial Schools | for males | 2 | 376 | 359 | 332 | 21 | 1,761 | 1,779 | 1,485 |
| | for females | ... | ... | ... | ... | ... | ... | ... | ... |
| Commercial Schools | for males | ... | ... | ... | ... | ... | ... | ... | ... |
| | for females | ... | ... | ... | ... | ... | ... | ... | ... |
| Agricultural Schools | for males | ... | ... | ... | ... | ... | ... | ... | ... |
| | for females | ... | ... | ... | ... | ... | ... | ... | ... |
| Reformatory Schools | for males | 2 | 129 | 136 | 121 | ... | ... | ... | ... |
| | for females | 1 | 34 | 34 | 25 | ... | ... | ... | ... |
| Other Schools | for males | 1 | 17 | 15 | 12 | ... | ... | ... | ... |
| | for females | ... | ... | ... | ... | ... | ... | ... | ... |
| Total | | 20 | 2,084 | 2,117 | 1,963 | 27 | 1,882 | 1,894 | 1,597 |
| TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION... | | 68 | 17,818 | 18,046 | 16,093 | 4,431 | 256,626 | 253,040 | 214,490 |
| PRIVATE INSTITUTIONS. | | | | | | | | | |
| 1. *Advanced teaching*— | | | | | | | | | |
| (a) Arabic or Persian | for males | ... | ... | ... | ... | ... | ... | ... | ... |
| | for females | ... | ... | ... | ... | ... | ... | ... | ... |
| (b) Sanskrit | for males | ... | ... | ... | ... | ... | ... | ... | ... |
| | for females | ... | ... | ... | ... | ... | ... | ... | ... |
| (c) Any other Oriental Classic | for males | ... | ... | ... | ... | ... | ... | ... | ... |
| | for females | ... | ... | ... | ... | ... | ... | ... | ... |
| 2. *Elementary teaching*— | | | | | | | | | |
| (a) A vernacular only or mainly | for males | ... | ... | ... | ... | ... | ... | ... | ... |
| | for females | ... | ... | ... | ... | ... | ... | ... | ... |
| (b) The Quran only | for males | ... | ... | ... | ... | ... | ... | ... | ... |
| | for females | ... | ... | ... | ... | ... | ... | ... | ... |
| 3. *Other Schools not conforming to Departmental Standards.* | for males | ... | ... | ... | ... | ... | ... | ... | ... |
| | for females | ... | ... | ... | ... | ... | ... | ... | ... |
| TOTAL OF PRIVATE INSTITUTIONS | | ... | ... | ... | ... | ... | ... | ... | ... |
| GRAND TOTAL OF ALL INSTITUTIONS | for males | ... | ... | ... | ... | ... | ... | ... | ... |
| | for females | ... | ... | ... | ... | ... | ... | ... | ... |
| | Total | ... | ... | ... | ... | ... | ... | ... | ... |

## TABLE III—CONCLUDED.

## IN THE PUNJAB FOR THE OFFICIAL YEAR 1917-18.

| INSTITUTIONS. | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Under Private Management. | | | | | | | | | | Number of Scholars on 31st March learning | | | | |
| *Aided by Government, by Local Funds or Municipal Boards.* | | | | *Unaided.* | | | | Grand Total of Institutions. | Grand Total of Scholars on 31st March. | | | | | |
| Number of institutions. | Number of scholars on the rolls on 31st March. | Average number on the rolls monthly during the year. | Average daily attendance. | Number of institutions. | Number of scholars on the rolls on 31st March. | Average number on the rolls monthly during the year. | Average daily attendance. | | | English. | A classical language. | A vernacular language. | Number of girls in boys' schools. | Number of boys in girls' schools. | Remarks. |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 2 | 53 | 53 | 51 | 1 | 23 | 24 | 24 | 13 | 804 | 63 | 280 | 741 | ... | ... | |
| 7 | 48 | 47 | 47 | ... | ... | ... | ... | 14 | 290 | 15 | 32 | 290 | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | 1 | 238 | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | 2 | 74 | 66 | 56 | 3 | 416 | ... | 24 | 24 | ... | ... | |
| 1 | 142 | 135 | 134 | ... | ... | ... | ... | 1 | 142 | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | 1 | 99 | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 5 | 273 | 231 | 193 | 1 | 20 | 14 | 12 | 29 | 2,430 | 131 | ... | 2,075 | ... | ... | |
| 3 | 406 | 398 | 378 | ... | ... | ... | ... | 3 | 406 | ... | ... | 406 | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | 2 | 129 | ... | ... | 129 | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | 1 | 34 | ... | ... | 34 | ... | ... | |
| 1 | 73 | 80 | 60 | ... | ... | ... | ... | 2 | 90 | 23 | ... | 15 | ... | ... | |
| 1 | 50 | 34 | 32 | ... | ... | ... | ... | 1 | 50 | ... | ... | ... | ... | ... | |
| 20 | 1,045 | 978 | 895 | 4 | 117 | 104 | 92 | 71 | 5,128 | 232 | 336 | 3,714 | ... | ... | |
| 1,876 | 126,024 | 123,669 | 107,083 | 267 | 19,576 | 18,986 | 16,457 | 6,642 | 420,044 | 73,658 | 59,771 | 395,368 | 1,285 | 539 | |
| ... | ... | ... | ... | ... | ... | ... | ... | 98 | 1,438 | ... | 1,427 | 12 | 30 | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | 69 | 1,332 | ... | 1,119 | 213 | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | 1 | 35 | ... | 35 | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | 492 | 13,958 | ... | 269 | 13,763 | 151 | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | 71 | 1,555 | ... | 191 | 1,364 | ... | 44 | |
| ... | ... | ... | ... | ... | ... | ... | ... | 1,133 | 17,589 | ... | 17,503 | 203 | 2,151 | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | 671 | 9,870 | ... | 9,862 | 138 | ... | 2,120 | |
| ... | ... | ... | ... | ... | ... | ... | ... | 46 | 2,315 | 658 | 470 | 2,219 | 1 | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | 18 | 703 | 91 | 66 | 610 | ... | 20 | |
| ... | ... | ... | ... | ... | ... | ... | ... | 2,599 | 48,795 | 749 | 30,942 | 18,521 | 2,333 | 2,184 | |
| ... | ... | ... | ... | ... | ... | ... | ... | 7,424 | 401,894 | 71,217 | 78,083 | 359,627 | 3,618 | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | 1,817 | 66,945 | 3,190 | 12,630 | 54,263 | ... | 2,723 | |
| ... | ... | ... | ... | ... | ... | ... | ... | 9,241 | 468,839 | 74,407 | 90,713 | 413,890 | 3,618 | 2,723 | |

# GENERAL TABLE III (A).

## NUMBER OF SCHOLARS ON 31ST MARCH 1918 IN THE PUNJAB, CLASSIFIED ACCORDING TO SEX, RACE OR CREED.

| | | Europeans and Anglo-Indians. | Indian Christians. | Hindus. | | Sikhs. | Muhammadans. | Buddhists. | Parsis. | Others. | Total. | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Brahmans. | Non-Brahmans. | | | | | | | |
| 1 | | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| **University Education.** | | | | | | | | | | | | |
| *Arts Colleges.* | | | | | | | | | | | | |
| English | Male | 5 | 50 | 317 | 2,515 | 671 | 921 | ... | 1 | ... | 4,480 | |
| | Female | 1 | 16 | 2 | 5 | 1 | 2 | ... | 1 | ... | 28 | |
| Oriental | Male | ... | 1 | 64 | 7 | 6 | 35 | ... | ... | ... | 113 | |
| | Female | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| *Colleges for Professional Training.* | | | | | | | | | | | | |
| Law | Male | ... | 1 | 36 | 320 | 22 | 58 | ... | ... | ... | 437 | |
| | Female | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Medicine | Male | ... | ... | 19 | 184 | 49 | 37 | ... | ... | ... | 289 | |
| | Female | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Engineering | Male | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| | Female | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Teaching | Male | 15 | 5 | 35 | 88 | 42 | 91 | ... | ... | ... | 276 | |
| | Female | 33 | 3 | 2 | ... | ... | ... | ... | ... | ... | 38 | |
| Agriculture | Male | ... | ... | 2 | 29 | 32 | 49 | ... | ... | ... | 112 | |
| | Female | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Veterinary | Male | ... | 1 | ... | 44 | 38 | 135 | ... | ... | ... | 218 | |
| | Female | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Commercial | Male | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| | Female | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Forestry | Male | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| | Female | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Total | | 54 | 77 | 477 | 3,192 | 861 | 1,328 | ... | 2 | .. | 5,991 | |
| **School Education, General.** | | | | | | | | | | | | |
| *Secondary Schools.* | | | | | | | | | | | | |
| For Males— | | | | | | | | | | | | |
| High Schools | Male | 673 | 578 | 5,172 | 22,928 | 8,164 | 17,688 | ... | 25 | 6 | 55,234 | |
| | Female | 1 | ... | ... | ... | ... | ... | ... | ... | ... | 1 | |
| Middle Schools— | | | | | | | | | | | | |
| English | Male | 199 | 308 | 3,170 | 12,477 | 4,057 | 8,705 | ... | 6 | 27 | 28,949 | |
| | Female | 29 | 13 | ... | 2 | ... | ... | ... | ... | ... | 44 | |
| Vernacular | Male | ... | 382 | 3,231 | 10,089 | 3,611 | 10,224 | ... | ... | 4 | 27,541 | |
| | Female | ... | ... | ... | 4 | ... | 4 | ... | ... | ... | 8 | |
| For Females— | | | | | | | | | | | | |
| High Schools | Male | 124 | 5 | ... | 2 | 8 | 6 | ... | ... | ... | 145 | |
| | Female | 880 | 273 | 104 | 741 | 313 | 251 | ... | 14 | 9 | 2,585 | |
| Middle Schools— | | | | | | | | | | | | |
| English | Male | 162 | 2 | ... | 2 | 1 | ... | ... | 11 | ... | 178 | |
| | Female | 586 | 210 | 31 | 280 | 30 | 50 | ... | 17 | 10 | 1,214 | |
| Vernacular | Male | ... | 1 | ... | ... | ... | 2 | ... | ... | ... | 3 | |
| | Female | ... | 227 | 596 | 4,333 | 1,039 | 1,179 | ... | ... | ... | 7,434 | |
| Total | | 2,654 | 1,999 | 12,304 | 50,858 | 17,283 | 38,109 | ... | 73 | 56 | 123,336 | |
| *Primary Schools.* | | | | | | | | | | | | |
| For Males | Male | 128 | 2,425 | 22,736 | 80,640 | 34,264 | 101,696 | 1 | 4 | 228 | 242,122 | |
| | Female | 61 | 77 | 45 | 400 | 48 | 592 | ... | ... | ... | 1,223 | |
| For Females | Male | ... | 4 | 48 | 47 | ... | 114 | ... | ... | ... | 213 | |
| | Female | ... | 1,088 | 3,508 | 18,522 | 7,179 | 11,711 | ... | ... | 23 | 42,031 | |
| Total | | 189 | 3,594 | 26,337 | 99,609 | 41,491 | 114,113 | 1 | 4 | 251 | 285,589 | |

# GENERAL TABLE III (A)—CONCLUDED.

## NUMBER OF SCHOLARS ON 31ST MARCH 1918 IN THE PUNJAB, CLASSIFIED ACCORDING TO SEX, RACE OR CREED.

| | | Europeans and Anglo-Indians. | Indian Christians. | Hindus. | | Sikhs. | Muhammadans. | Buddhists. | Parsis. | Others. | Total. | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Brahmans. | Non-Brahmans. | | | | | | | |
| 1 | | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| SCHOOL EDUCATION, SPECIAL. | | | | | | | | | | | | |
| Training Schools ... | Male | ... | 12 | 138 | 269 | 84 | 301 | ... | ... | ... | 804 | |
| | Female | ... | 59 | 23 | 94 | 36 | 78 | ... | ... | ... | 290 | |
| School of Art .. | Male | ... | 3 | 16 | 52 | 19 | 147 | ... | 1 | ... | 238 | |
| | Female | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Law Schools ... | Male | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| | Female | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Medical Schools ... | Male | ... | 1 | 53 | 116 | 107 | 139 | ... | ... | ... | 416 | |
| | Female | 10 | 108 | ... | 3 | ... | 21 | ... | ... | ... | 142 | |
| Engineering and Surveying Schools. | Male | ... | 1 | 12 | 38 | 16 | 32 | ... | ... | ... | 99 | |
| | Female | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Technical and Industrial Schools. | Male | ... | 83 | 127 | 642 | 212 | 1,362 | ... | ... | 4 | 2,430 | |
| | Female | ... | 406 | ... | ... | ... | ... | ... | ... | ... | 406 | |
| Commercial Schools ... | Male | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| | Female | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Agricultural Schools ... | Male | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| | Female | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Reformatory Schools ... | Male | ... | 1 | 8 | 28 | 3 | 47 | ... | ... | 42 | 129 | |
| | Female | ... | ... | ... | ... | ... | ... | ... | ... | 34 | 34 | |
| Other Schools ... | Male | 2 | 9 | 9 | 35 | 4 | 31 | ... | ... | ... | 90 | |
| | Female | 44 | 4 | 1 | ... | ... | ... | ... | 1 | ... | 50 | |
| | Total ... | 56 | 687 | 387 | 1,277 | 481 | 2,158 | ... | 2 | 80 | 5,128 | |
| TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION. | | 2,953 | 6,357 | 39,505 | 154,936 | 60,116 | 155,708 | 1 | 81 | 337 | 420,044 | |
| PRIVATE INSTITUTIONS. | | | | | | | | | | | | |
| ADVANCED TEACHING. | | | | | | | | | | | | |
| (a) Arabic or Persian | Male | ... | ... | ... | 1 | ... | 1,407 | ... | ... | ... | 1,408 | |
| | Female | ... | ... | ... | ... | ... | 30 | ... | ... | ... | 30 | |
| (b) Sanskrit ... | Male | ... | ... | 819 | 493 | 7 | 13 | ... | ... | ... | 1,332 | |
| | Female | ... | ... | 20 | 15 | ... | ... | ... | ... | ... | 35 | |
| (c) Any other Oriental Classic. | Male | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| | Female | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ELEMENTARY TEACHING. | | | | | | | | | | | | |
| (a) *A vernacular only or mainly—* | | | | | | | | | | | | |
| For males ... | Male | ... | 117 | 1,241 | 7,827 | 2,246 | 2,350 | ... | ... | 26 | 13,807 | |
| | Female | ... | ... | 1 | 48 | 62 | 40 | ... | ... | ... | 151 | |
| For females ... | Male | ... | ... | ... | 4 | 33 | 7 | ... | ... | ... | 44 | |
| | Female | ... | 48 | 185 | 784 | 372 | 122 | ... | ... | ... | 1,511 | |
| (b) *The Koran only—* | | | | | | | | | | | | |
| For males ... | Male | ... | ... | ... | 4 | ... | 15,415 | ... | ... | 19 | 15,438 | |
| | Female | ... | ... | ... | ... | ... | 2,151 | ... | ... | ... | 2,151 | |
| For females ... | Male | ... | ... | ... | ... | ... | 2,120 | ... | ... | ... | 2,120 | |
| | Female | ... | ... | ... | ... | ... | 7,750 | ... | ... | ... | 7,750 | |
| OTHER SCHOOLS NOT CONFORMING TO DEPARTMENTAL STANDARDS. | | | | | | | | | | | | |
| For males ... | Male | ... | 3 | 367 | 1,126 | 366 | 436 | 16 | ... | ... | 2,314 | |
| | Female | ... | ... | ... | 1 | ... | ... | ... | ... | ... | 1 | |
| For females ... | Male | 14 | 6 | ... | ... | ... | ... | ... | ... | ... | 20 | |
| | Female | 47 | 37 | 91 | 241 | 66 | 200 | ... | ... | 1 | 683 | |
| TOTAL OF PRIVATE INSTITUTIONS ... | | 61 | 211 | 2,724 | 10,544 | 3,152 | 32,041 | 16 | ... | 46 | 48,795 | |
| GRAND TOTAL OF ALL INSTITUTIONS | | 3,014 | 6,568 | 42,229 | 165,480 | 63,268 | 187,749 | 17 | 81 | 433 | 468,839 | |

GENERAL

NUMBER OF EUROPEAN COLLEGES, SCHOOLS AND SCHOLARS IN THE

| CLASS OF INSTITUTION. | PUBLIC INSTITUTIONS. | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | MANAGED BY GOVERNMENT. | | | | UNDER PRIVATE MANAGEMENT. | | | | | | | |
| | | | | | *Aided by Government, by Local Funds or Municipal Boards.* | | | | *Unaided.* | | | |
| | Number of institutions. | Number of scholars on the rolls on 31st March. | Average number on the rolls monthly during the year. | Average daily attendance. | Number of institutions. | Number of scholars on the rolls on 31st March. | Average number on the rolls monthly during the year. | Average daily attendance. | Number of institutions. | Number of scholars on the rolls on 31st March. | Average number on the rolls monthly during the year. | Average daily attendance. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| UNIVERSITY EDUCATION. | | | | | | | | | | | | |
| *Arts Colleges.* | | | | | | | | | | | | |
| English ... for males ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| English ... for females ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| *Colleges for Professiona Training.* | | | | | | | | | | | | |
| Teacling ... for males ... | 1 | 15 | 15 | 15 | ... | ... | ... | ... | ... | ... | ... | ... |
| Teacling ... for females ... | ... | ... | ... | ... | 1 | 33 | 38 | 38 | ... | ... | ... | ... |
| Total ... | 1 | 15 | 15 | 15 | 1 | 33 | 38 | 38 | ... | ... | ... | ... |
| SCHOOL EDUCATION, GENERAL. | | | | | | | | | | | | |
| *Secondary Schools.* | | | | | | | | | | | | |
| High Schools for males ... ... | 2 | 467 | 461 | 434 | 2 | 227 | 212 | 178 | ... | ... | ... | ... |
| Middle Schools—English—for males ... | ... | ... | ... | ... | 4 | 244 | 234 | 225 | ... | ... | ... | ... |
| High Schools for females ... ... | 2 | 381 | 373 | 349 | 7 | 647 | 721 | 642 | ... | ... | ... | ... |
| Middle Schools—English—for females ... | ... | ... | ... | ... | 10 | 788 | 763 | 686 | ... | ... | ... | ... |
| Total ... | 4 | 848 | 834 | 783 | 23 | 1,906 | 1,930 | 1,731 | ... | ... | ... | ... |
| *Primary Schools.* | | | | | | | | | | | | |
| For males ... ... | ... | ... | ... | ... | 7 | 196 | 205 | 182 | ... | ... | ... | ... |
| For females ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Total ... | ... | ... | ... | ... | 7 | 196 | 205 | 182 | ... | ... | ... | ... |
| SCHOOL EDUCATION, SPECIAL. | | | | | | | | | | | | |
| Training Schools ... for males ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Training Schools ... for females ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Schools of Art ... for males ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Schools of Art ... for females ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Engineering and Surveying Schools, for males ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Engineering and Surveying Schools, for females ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Technical and Industrial Schools, for males ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Technical and Industrial Schools, for females ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Commercial Schools ... for males ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Commercial Schools ... for females ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Other Schools ... for males ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Other Schools ... for females ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Total ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION. | 5 | 863 | 849 | 798 | 31 | 2,135 | 2,173 | 1,951 | ... | ... | ... | ... |
| PRIVATE INSTITUTIONS. | | | | | | | | | | | | |
| Other Schools not conforming to Departmental Standards— | | | | | | | | | | | | |
| For males ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| For females ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| TOTAL OF PRIVATE INSTITUTIONS. ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| GRAND TOTAL OF ALL INSTITUTIONS | 5 | 863 | 849 | 798 | 31 | 2,135 | 2,173 | 1,951 | ... | ... | ... | ... |

# TABLE III, (B).

## PUNJAB FOR THE OFFICIAL YEAR 1917-18.

| Grand Total of Institutions. | Grand Total of Scholars on 31st March. | Number of Scholars on 31st March learning | | | Number of girls in boys' schools. | Number of boys in girls' schools. | Classification of Scholars on the 31st March according to race or creed. | | | | | | | | | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | English. | A classical language. | A vernacular language. | | | Europeans and Anglo-Indians. | Indian Christians. | *Hindus.* Brahmans. | *Hindus.* Non-Brahmans. | Sikhs. | Muhammadans. | Buddhists. | Parsis. | Others. | |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 1 | 15 | 15 | ... | 6 | ... | ... | 15 | ... | ... | ... | ... | ... | ... | ... | ... | |
| 1 | 33 | 33 | 27 | 6 | ... | ... | 33 | ... | ... | ... | | ... | ... | | ... | |
| 2 | 48 | 48 | 27 | 12 | ... | ... | 48 | ... | ... | ... | ... | ... | ... | ... | ... | |
| 4 | 694 | 694 | 15 | 593 | 1 | ... | 670 | 1 | ... | 3 | ... | 13 | ... | 7 | ... | |
| 4 | 244 | 174 | 26 | 90 | 35 | ... | 228 | 9 | ... | 2 | ... | 1 | ... | 3 | 1 | |
| 9 | 1,028 | 1,028 | 362 | 34 | ... | 131 | 1,003 | 14 | ... | 4 | ... | ... | ... | 7 | ... | |
| 1 | 788 | 788 | 69 | 67 | ... | 178 | 748 | 4 | ... | 5 | 3 | ... | ... | 28 | ... | |
| 27 | 2,754 | 2,684 | 472 | 784 | 36 | 309 | 2,649 | 28 | ... | 14 | 3 | 14 | ... | 45 | 1 | |
| 7 | 196 | 196 | ... | 49 | 61 | ... | 189 | 1 | 3 | ... | ... | 2 | ... | 1 | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 7 | 196 | 196 | ... | 49 | 61 | ... | 189 | 1 | 3 | ... | ... | 2 | ... | 1 | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 36 | 2,998 | 2,928 | 499 | 845 | 97 | 309 | 2,886 | 29 | 3 | 14 | 3 | 16 | ... | 46 | 1 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 2 | 61 | 61 | 8 | ... | ... | 14 | 61 | ... | ... | ... | ... | ... | ... | ... | ... | |
| 2 | 61 | 61 | 8 | ... | ... | 14 | 61 | ... | ... | ... | ... | ... | ... | ... | ... | |
| 38 | 3,059 | 2,989 | 507 | 845 | 97 | 323 | 2,947 | 29 | 3 | 14 | 3 | 16 | ... | 46 | 1 | |

# GENERAL EXPENDITURE ON PUBLIC INSTRUCTION IN THE

| OBJECTS OF EXPENDITURE. | PUBLIC | | | | |
|---|---|---|---|---|---|
| | UNDER PUBLIC | | | | |
| | *Managed by* | | | | |
| | Provincial Revenues. | Local Funds. | Municipal Funds. | Fees. | Endowments. |
| 1 | 2 | 3 | 4 | 5 | 6 |
| | Rs. | Rs | Rs. | Rs. | Rs. |
| UNIVERSITY EDUCATION. | | | | | |
| *Arts Colleges.* | | | | | |
| English ... ... ... for males ... | 1,05,430 | ... | ... | 63,492 | ... |
| for females ... | ... | ... | ... | ... | ... |
| Oriental ... ... ... for males ... | ... | ... | ... | ... | ... |
| for females ... | ... | ... | ... | ... | ... |
| *Colleges for Professional Training.* | | | | | |
| Law ... ... ... for males ... | ... | ... | ... | ... | ... |
| for females ... | ... | ... | ... | ... | ... |
| Medicine ... ... ... for males ... | 1,29,012 | ... | ... | 22,759 | ... |
| for females ... | ... | ... | ... | ... | ... |
| Engineering ... ... ... for males ... | ... | ... | ... | ... | ... |
| for females ... | ... | ... | ... | ... | ... |
| Teaching ... ... ... for males ... | 1,03,703 | 2,982 | 354 | ... | ... |
| for females ... | ... | ... | ... | ... | ... |
| Agriculture ... ... ... for males ... | 72,363 | ... | ... | ... | ... |
| for females ... | ... | ... | ... | ... | ... |
| Veterinary ... ... ... for males ... | 87,993 | ... | ... | 13,688 | ... |
| for females ... | ... | ... | ... | ... | ... |
| Commercial ... ... ... for males ... | ... | ... | ... | ... | ... |
| for females ... | ... | ... | ... | ... | ... |
| Forestry ... ... ... for males ... | ... | ... | ... | ... | ... |
| for females ... | ... | ... | ... | ... | ... |
| Total ... | 4,98,501 | 2,982 | 354 | 99,939 | ... |
| SCHOOL EDUCATION, GENERAL. | | | | | |
| *Secondary Schools.* | | | | | |
| High Schools for males ... ... ... | 2,95,275 | ... | ... | 3,36,553 | 4,356 |
| Middle Schools for males ... ... English ... | ... | ... | ... | ... | ... |
| Vernacular ... | ... | ... | ... | ... | ... |
| High Schools for females ... ... | 74,114 | ... | ... | 16,833 | 1,695 |
| Middle Schools for females ... English ... | ... | ... | ... | ... | ... |
| Vernacular ... | ... | ... | ... | ... | ... |
| Total ... | 3,69,389 | ... | ... | 3,53,386 | 6,051 |
| *Primary Schools.* | | | | | |
| For males ... ... ... ... | 12,637 | ... | ... | 6,219 | 30 |
| For females ... ... ... ... | ... | ... | ... | ... | ... |
| Total ... | 12,637 | ... | ... | 6,219 | 30 |
| SCHOOL EDUCATION, SPECIAL. | | | | | |
| Training Schools ... ... for males ... | 1,39,086 | ... | ... | ... | ... |
| for females ... | 23,163 | ... | ... | ... | ... |
| Schools of Art ... ... for males ... | 45,403 | ... | ... | 927 | ... |
| for females ... | ... | ... | ... | ... | ... |
| Law Schools ... ... ... for males ... | ... | ... | ... | ... | ... |
| for females ... | ... | ... | ... | ... | ... |
| Medical Schools ... ... for males ... | 18,775 | ... | ... | 4,700 | ... |
| for females ... | ... | ... | ... | ... | ... |
| Engineering and Surveying Schools ... for males ... | 36,320 | ... | ... | 8,050 | ... |
| for females ... | ... | ... | ... | ... | ... |
| Technical and Industrial Schools ... for males ... | 18,840 | ... | ... | 491 | ... |
| for females ... | ... | ... | ... | ... | ... |
| Commercial Schools ... ... for males ... | ... | ... | ... | ... | ... |
| for females ... | ... | ... | ... | ... | ... |
| Agricultural Schools ... ... for males ... | ... | ... | ... | ... | ... |
| for females ... | ... | ... | ... | ... | ... |
| Reformatory Schools ... ... for males ... | 26,457 | ... | ... | ... | ... |
| for females ... | 154 | ... | ... | ... | ... |
| Other Schools ... ... for males ... | 1,205 | ... | ... | 57 | ... |
| for females ... | ... | ... | ... | ... | ... |
| Total ... | 3,09,403 | ... | ... | 14,225 | ... |
| TOTAL DIRECT EXPENDITURE ... | 11,89,930 | 2,982 | 354 | 4,73,769 | 6,081 |
| *Buildings, furniture and apparatus* ... ... | 4,75,051 | ... | ... | 15,266 | 1,508 |
| University ... ... ... ... | ... | ... | ... | ... | ... |
| Direction ... ... ... ... | ... | ... | ... | ... | ... |
| Inspection ... ... ... ... | ... | ... | .. | ... | ... |
| Scholarships held in— | | | | | |
| Arts Colleges ... ... ... ... | ... | ... | ... | ... | ... |
| Medical Colleges ... ... ... | ... | ... | ... | ... | ... |
| Other Professional Colleges ... ... | ... | ... | ... | ... | ... |
| Secondary Schools ... ... ... | ... | ... | ... | ... | ... |
| Primary Schools ... ... ... | ... | ... | ... | ... | ... |
| Medical Schools ... ... ... | ... | ... | ... | .. | ... |
| Technical and Industrial Schools ... ... | ... | ... | ... | ... | ... |
| Other Special Schools ... ... ... | ... | ... | ... | ... | ... |
| Miscellaneous ... ... ... ... | ... | ... | ... | ... | ... |
| TOTAL INDIRECT EXPENDITURE ... | 4,75,051 | ... | ... | 15,266 | 1,508 |
| TOTAL EXPENDITURE ON PUBLIC INSTRUCTION | 16,64,931 | 2,982 | 354 | 4,89,035 | 7,589 |

# TABLE IV.

## PUNJAB FOR THE OFFICIAL YEAR 1917-18.

INSTITUTIONS.

MANAGEMENT.

| *Government.* | | *Managed by Local Funds and Municipal Boards.* | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Subscriptions and other sources. | Total. | Provincial Revenues. | Local Funds. | Municipal Funds. | Fees. | Endowments. | Subscriptions and other sources. | Total. |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. |
| ... | 1,68,922 | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | 1,51,771 | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| 2,792 | 1,09,831 | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | 72,363 | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | 1,01,681 | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| 2,792 | 6,04,568 | ... | ... | ... | ... | ... | ... | ... |
| 248 | 6,36,432 | 8,292 | 28,908 | 20,919 | 1,07,189 | 38 | 49 | 1,65,395 |
| ... | ... | 7,240 | 48,913 | 59,912 | 2,12,770 | 10,469 | 3,395 | 3,42,699 |
| ... | ... | 1,93,113 | 86,373 | 6,363 | 66,499 | 211 | 334 | 3,52,893 |
| ... | 92,642 | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | 36,235 | 5,412 | 14,213 | 4 | 13 | ... | 55,877 |
| 248 | 7,29,074 | 2,44,880 | 1,69,606 | 1,01,407 | 3,86,462 | 10,731 | 3 778 | 9,16,864 |
| 80 | 18,966 | 8,20,404 | 3,72,594 | 30,096 | 1,05,636 | 1,350 | 1,086 | 13,31,166 |
| ... | ... | 1,60,232 | 47,109 | 29,676 | 1 | 289 | 500 | 2,37,807 |
| 80 | 18,966 | 9,80,636 | 4,19,703 | 59,772 | 1,05,637 | 1,639 | 1,586 | 15,68,973 |
| ... | 1,39,086 | 1,006 | 5,671 | ... | ... | ... | ... | 6,677 |
| ... | 23,163 | 5,141 | 801 | 6,509 | ... | ... | ... | 11,951 |
| ... | 46,330 | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | 23,475 | ... | ... | ... | ... | ... | ... | ... |
| ... | .. | ... | ... | ... | ... | ... | ... | ... |
| ... | 44,370 | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| 364 | 19,695 | 29,862 | 12,699 | 11,619 | 2,568 | 362 | 342 | 57,452 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | 26,457 | ... | ... | ... | ... | ... | ... | ... |
| ... | 154 | ... | ... | ... | ... | ... | ... | ... |
| 20 | 1,282 | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| 384 | 3,24,012 | 36,009 | 18,671 | 18,128 | 2,568 | 362 | 342 | 76,080 |
| 3,504 | 16,76,620 | 12,61,525 | 6,07,980 | 1,79,307 | 4,94,667 | 12,732 | 5,706 | 25,61,917 |
| 7,053 | 4,98,878 | 26,472 | 3,14,127 | 33,783 | 1 | 576 | 7,855 | 3,87,814 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| 7,053 | 4,98,878 | 26,472 | 3,14,127 | 33,783 | 1 | 576 | 7,855 | 3,87,814 |
| 10,557 | 21,75,498 | 12,87,997 | 9,22,107 | 2,18,090 | 4,94,668 | 13,308 | 13,561 | 29,49,731 |

# GENERAL

## EXPENDITURE ON PUBLIC INSTRUCTION IN THE

| OBJECTS OF EXPENDITURE. | PUBLIC INSTITUTIONS | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | UNDER PRIVATE | | | | | |
| | *Aided by Government or by Local or Municipal Boards.* | | | | | | | *Un* | |
| | Provincial Revenues. | Local Funds. | Municipal Funds. | Fees. | Endowments. | Subscriptions and other sources. | Total. | Fees. | Endowments. |
| 1 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| UNIVERSITY EDUCATION. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. |
| *Arts Colleges.* | | | | | | | | | |
| English ... for males | 96,263 | 300 | 1,500 | 1,55,404 | 25,959 | 35,642 | 3,15,068 | 1,13,416 | 2,120 |
| English ... for females | 3,000 | ... | ... | 2,242 | 200 | 1,702 | 7,144 | ... | ... |
| Oriental ... for males | 28,878 | ... | ... | 381 | ... | ... | 26,259 | ... | ... |
| Oriental ... for females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| *Colleges for Professional Training.* | | | | | | | | | |
| Law ... for males | ... | ... | ... | ... | ... | ... | ... | 27,308 | ... |
| Law ... for females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Medicine ... for males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Medicine ... for females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Engineering ... for males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Engineering ... for females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Teaching ... for males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Teaching ... for females | 16,344 | ... | ... | 3,755 | ... | ... | 20,099 | ... | ... |
| Agriculture ... for males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Agriculture ... for females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Veterinary ... for males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Veterinary ... for females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Commercial ... for males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Commercial ... for females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Forestry ... for males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Forestry ... for females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Total ... | 1,44,485 | 300 | 1,500 | 1,61,782 | 26,159 | 37,344 | 3,71,570 | 1,40,724 | 2,120 |
| SCHOOL EDUCATION, GENERAL. | | | | | | | | | |
| *Secondary Schools.* | | | | | | | | | |
| High Schools for males ... | 3,12,999 | 14,561 | 67,964 | 5,56,875 | 1,37,489 | 89,997 | 11,79,885 | 91,360 | 5,345 |
| Middle Schools for males. English ... | 55,854 | 14,116 | 9,733 | 1,05,121 | 33,446 | 38,818 | 2,52,088 | 42,383 | 4,782 |
| Middle Schools for males. Vernacular ... | 2,840 | 963 | 117 | 1,383 | 4,267 | 1,215 | 10,785 | ... | ... |
| High Schools for females ... | 1,36,628 | ... | 6,123 | 49,938 | 14,616 | 11,899 | 2,19,204 | ... | 7,484 |
| Middle Schools for females. English ... | 39,594 | 896 | 3,401 | 17,576 | 7,025 | 13,791 | 82,283 | ... | 2,130 |
| Middle Schools for females. Vernacular ... | 16,862 | 1,038 | 8,408 | 103 | 19,934 | 15,045 | 61,390 | ... | ... |
| Total ... | 5,64,777 | 31,574 | 95,746 | 7,30,996 | 2,16,777 | 1,65,765 | 18,05,635 | 1,33,743 | 19,741 |
| *Primary Schools.* | | | | | | | | | |
| For males ... ... | 1,51,856 | 45,104 | 16,037 | 29,648 | 21,796 | 55,105 | 3,19,546 | 7,583 | 11,380 |
| For females ... ... | 49,985 | 11,940 | 13,617 | 1,746 | 48,048 | 32,391 | 1,57,727 | 174 | 5,194 |
| Total ... | 2,01,841 | 57,044 | 29,654 | 31,394 | 69,844 | 87,496 | 4,77,273 | 7,757 | 16,574 |
| SCHOOL EDUCATION, SPECIAL. | | | | | | | | | |
| Training Schools for males ... | 6,530 | ... | ... | ... | 1,574 | 1,950 | 10,054 | 961 | ... |
| Training Schools for females ... | 6,354 | ... | ... | 316 | 2,664 | 1,934 | 11,268 | ... | ... |
| Schools of Art ... for males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Schools of Art ... for females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Law Schools ... for males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Law Schools ... for females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Medical Schools ... for males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Medical Schools ... for females | 34,000 | ... | ... | 29,351 | 7,140 | 17,342 | 87,833 | ... | ... |
| Engineering and Surveying Schools. for males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Engineering and Surveying Schools. for females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Technical and Industrial Schools. for males | 4,208 | 236 | 2,119 | 1,485 | 9,232 | 4,462 | 21,742 | ... | ... |
| Technical and Industrial Schools. for females | 2,341 | 1,171 | ... | 148 | 1,319 | 92 | 5,071 | ... | ... |
| Commercial Schools. for males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Commercial Schools. for females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Agricultural Schools. for males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Agricultural Schools. for females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Reformatory Schools. for males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Reformatory Schools. for females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Other Schools ... for males | 8,037 | ... | ... | 1,959 | ... | 2,212 | 12,208 | ... | ... |
| Other Schools ... for females | 3,335 | ... | ... | 1,286 | ... | 734 | 5,355 | ... | ... |
| Total ... | 64,805 | 1,407 | 2,119 | 34,545 | 21,929 | 28,726 | 1,53,531 | 961 | ... |
| TOTAL DIRECT EXPENDITURE ... | 9,75,908 | 90,325 | 1,29,019 | 9,58,717 | 3,34,709 | 3,19,331 | 28,08,009 | 2,83,185 | 38,435 |
| *Buildings, furniture and apparatus* | 51,438 | 239 | 472 | 16,724 | 93,667 | 1,69,345 | 3,31,885 | 1,615 | 1,02,084 |
| University ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Direction ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Inspection ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Scholarships held in— | | | | | | | | | |
| Arts Colleges ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Medical Colleges ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Other Professional Colleges ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Secondary Schools ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Primary Schools ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Medical Schools ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Technical and Industrial Schools | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Other Special Schools ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Miscellaneous ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Boarding Houses ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| TOTAL INDIRECT EXPENDITURE ... | 51,438 | 239 | 472 | 16,724 | 93,667 | 1,69,345 | 3,31,885 | 1,615 | 1,02,084 |
| TOTAL EXPENDITURE ON PUBLIC INSTRUCTION | 10,27,346 | 90,564 | 1,29,491 | 9,75,441 | 4,28,376 | 4,88,676 | 31,39,894 | 2,84,800 | 1,40,519 |

# TABLE IV—CONCLUDED.

## PUNJAB FOR THE OFFICIAL YEAR 1917-18.

| —CONCLD. | | TOTAL EXPENDITURE FROM | | | | | | | REMARKS. |
|---|---|---|---|---|---|---|---|---|---|
| MANAGEMENT. | | | | | | | | | |
| *aided.* | | | | | | | | | |
| Subscriptions and other sources. | Total. | Provincial Revenues. | Local Funds. | Municipal Funds. | Fees. | Endowments. | Subscriptions and other sources. | Grand Total. | |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 |
| Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | |
| 36,308 | 1,51,844 | 2,01,693 | 300 | 1,500 | 3,32,312 | 28,079 | 71,950 | 6,35,834 | |
| ... | ... | 3,000 | ... | ... | 2,742 | 200 | 1,702 | 7,144 | |
| ... | ... | 28,878 | ... | ... | 381 | ... | ... | 29,259 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | 27,308 | ... | ... | ... | 27,308 | ... | ... | 27,308 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | 1,29,012 | ... | ... | 22,759 | ... | ... | 1,51,771 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | 1,03,703 | 2,932 | 354 | ... | ... | 2,792 | 1,09,831 | |
| ... | ... | 16,344 | ... | ... | 3,755 | ... | ... | 20,099 | |
| ... | ... | 72,363 | ... | ... | ... | ... | ... | 72,363 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | 87,993 | ... | ... | 13,688 | ... | ... | 1,01,681 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 36,308 | 1,79,152 | 6,42,986 | 3,282 | 1,854 | 4,02,445 | 28,279 | 76,444 | 11,55,290 | |
| 41,215 | 1,37,920 | 6,16,566 | 43,469 | 83,883 | 10,91,977 | 1,47,228 | 1,31,509 | 21,19,632 | |
| 17,098 | 64,263 | 63,094 | 63,029 | 69,645 | 3,60,274 | 48,697 | 54,311 | 6,59,050 | |
| ... | ... | 1,95,953 | 87,336 | 6,480 | 67,882 | 4,478 | 1,549 | 3,63,678 | |
| 29,817 | 37,311 | 2,10,742 | ... | 6,123 | 66,771 | 23,795 | 41,716 | 3,49,147 | |
| 2,822 | 4,952 | 39,594 | 896 | 3,401 | 17,576 | 9,155 | 16,613 | 87,235 | |
| ... | ... | 53,097 | 6,450 | 22,621 | 107 | 19,947 | 15,045 | 1,17,267 | |
| 90,952 | 2,44,436 | 11,79,046 | 2,01,180 | 1,97,153 | 16,04,577 | 2,53,300 | 2,60,743 | 36,96,009 | |
| 12,911 | 31,874 | 9,84,897 | 4,17,698 | 46,133 | 1,49,086 | 34,556 | 69,182 | 17,01,552 | |
| 3,899 | 9,267 | 2,10,217 | 59,049 | 43,293 | 1,921 | 53,531 | 36,790 | 4,04,801 | |
| 16,810 | 41,141 | 11,95,114 | 4,76,747 | 89,426 | 1,51,007 | 88,087 | 1,05,972 | 21,06,353 | |
| 1,468 | 2,429 | 1,46,622 | 5,671 | ... | 961 | 1,574 | 3,418 | 1,58,246 | |
| ... | ... | 34,658 | 301 | 6,509 | 316 | 2,664 | 1,934 | 46,382 | |
| ... | ... | 45,403 | ... | ... | 927 | ... | ... | 46,330 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 1,706 | 1,706 | 18,775 | ... | ... | 4,700 | ... | 1,706 | 25,181 | |
| ... | ... | 34,000 | ... | ... | 29,351 | 7,140 | 17,342 | 87,833 | |
| ... | ... | 36,320 | ... | ... | 8,050 | ... | ... | 44,370 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 800 | 800 | 52,910 | 12,935 | 13,738 | 4,544 | 9,594 | 5,968 | 99,689 | |
| ... | ... | 2,341 | 1,171 | ... | 148 | 1,319 | 93 | 5,071 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | 26,457 | ... | ... | ... | ... | ... | 26,457 | |
| ... | ... | 154 | ... | ... | ... | ... | ... | 154 | |
| ... | ... | 9,242 | ... | ... | 2,016 | ... | 2,232 | 13,490 | |
| ... | ... | 3,335 | ... | ... | 1,286 | ... | 734 | 5,355 | |
| 3,974 | 4,935 | 4,10,217 | 20,078 | 20,247 | 52,299 | 22,291 | 33,426 | 5,58,558 | |
| 1,48,044 | 4,69,664 | 34,27,363 | 7,01,287 | 3,08,680 | 22,10,338 | 3,91,957 | 4,76,585 | 75,16,210 | |
| 1,95,845 | 2,99,544 | 5,52,961 | 3,14,366 | 39,255 | 33,606 | 1,97,835 | 3,80,093 | 15,18,121 | |
| ... | ... | 87,750 | ... | ... | 2,65,126 | ... | 39,628 | 3,90,504 | |
| ... | ... | 73,354 | ... | ... | ... | ... | ... | 73,354 | |
| ... | ... | 3,46,454 | 58,029 | 7,284 | ... | ... | ... | 4,11,765 | |
| ... | ... | 20,134 | 2,623 | 2,261 | 18,202 | 13,205 | 19,516 | 75,941 | |
| ... | ... | 5,362 | 232 | 363 | ... | ... | 856 | 6,813 | |
| ... | ... | 6,596 | 2,421 | 540 | ... | 2,805 | 17,645 | 29,807 | |
| ... | ... | 82,194 | 88,566 | 19,102 | ... | 2,877 | 2,485 | 1,95,224 | |
| ... | ... | 24,044 | 1,513 | 452 | ... | 230 | 28 | 26,267 | |
| ... | ... | 11,961 | 240 | 106 | ... | ... | 32,454 | 44,761 | |
| ... | ... | 6,850 | 5,370 | 3,385 | ... | 437 | 2,312 | 18,414 | |
| ... | ... | 355 | 851 | 225 | ... | ... | ... | 1,431 | |
| ... | ... | 1,84,571 | 43,014 | 16,070 | 41,297 | 6,145 | 33,013 | 3,24,110 | |
| ... | ... | 1,83,538 | 35,507 | 9,928 | 3,84,534 | 1,22,060 | 1,04,563 | 8,40,130 | |
| 1,95,845 | 2,99,544 | 15,85,922 | 5,52,732 | 98,971 | 7,40,765 | 3,45,654 | 6,32,598 | 39,53,642 | |
| 3,43,889 | 7,69,208 | 50,13,285 | 12,54,019 | 4,07,651 | 29,51,103 | 7,37,611 | 11,09,183 | 1,19,72,852 | |

The amount shown in columns 2, 9, 16 and 27 includes Imperial Funds, Rs. 14, 90,389 which were utilised as follows :—

1. Rupees 31,189 for the Veterinary College, Lahore.
2. Rupees 40,000 for the Aitchison College, Lahore.
3. Rupees 1,73,010 for the Lawrence Military Asylum, Sanawar. It includes the Imperial grant of Rs. 40,000 paid through the Punjab Education Department.
4. Rupees 12,440 for the appointment of Additional Assistant District Inspectors of Schools.
5. Rupees 5,589 for female inspecting staff.
6. Rupees 11,472 for the revision of the pay of the Superintendents of boarding-houses.
7. Rupees 5,000 for the Queen Mary's College, Lahore.
8. Rupees 15,500 for the Normal School, Karnal.
9. Rupees 38,000 for salary grants to European Schools.
10. Rupees 35,298 for the salaries of the officers of the Indian Education Service attached to the Khalsa College, Amritsar.
11. Rupees 19,258 for the Victoria Girls' School, Lahore.
12. Rupees 60,000 for the maintenance of Aided Secondary Schools.
13. Rupees 10,000 for the Government Training Class, Sanawar.
14. Rupees 30,000 for the improvement of the Islamia College, Lahore.
15. Rupees 15,490 for the Lawrence School, Ghora Gali.
16. Rupees 53,000 for the Punjab University.
17. Rupees 8,93,727 to District Boards for the extension of vernacular education.
18. Rupees 41,425 to Municipal Committees for the extension of vernacular education.

# GENERAL

## EXPENDITURE ON PUBLIC INSTRUCTION FOR EUROPEANS

| OBJECTS OF EXPENDITURE. | PUBLIC | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | UNDER PUBLIC MANAGEMENT. | | | | | UNDER PRIVATE | | | | |
| | *Managed by Government.* | | | | | *Aided by Government or by Local* | | | | |
| | Provincial Revenues. | Fees. | Endowments. | Subscriptions and other sources. | Total. | Provincial Revenues. | District funds | Municipal Funds. | Fees. | Endowments. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| UNIVERSITY EDUCATION. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. |
| *Arts Colleges.* | | | | | | | | | | |
| English ... ... for males ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| for females ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| *Colleges for Professional Training.* | | | | | | | | | | |
| Teaching ... ... for males ... | 10,628 | ... | ... | ... | 10,628 | ... | ... | ... | ... | ... |
| for females ... | ... | ... | ... | ... | ... | 16,344 | ... | ... | 3,755 | ... |
| Total ... | 10,628 | ... | ... | ... | 10,628 | 16,344 | ... | ... | 3,755 | ... |
| SCHOOL EDUCATION, GENERAL. | | | | | | | | | | |
| *Secondary Schools.* | | | | | | | | | | |
| High Schools for males ... ... | 39,210 | 20,812 | 3,390 | ... | 63,412 | 32,853 | ... | ... | 17,029 | ... |
| Middle Schools—English—for males ... | ... | ... | ... | ... | ... | 18,376 | ... | ... | 11,062 | ... |
| High Schools for females ... ... | 36,734 | 12,088 | 1,695 | ... | 50,517 | 48,732 | ... | ... | 26,917 | ... |
| Middle Schools—English—for females ... | ... | ... | ... | ... | ... | 37,314 | ... | ... | 15,482 | ... |
| Total ... | 75,944 | 32,900 | 5,085 | ... | 1,13,929 | 1,37,275 | ... | ... | 70,490 | ... |
| *Primary Schools.* | | | | | | | | | | |
| For males ... ... ... | ... | ... | ... | ... | ... | 12,928 | ... | ... | 5,524 | ... |
| For females ... ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Total ... | ... | ... | ... | ... | ... | 12,928 | ... | ... | 5,524 | ... |
| SCHOOL EDUCATION, SPECIAL. | | | | | | | | | | |
| Training Schools ... for males ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| for females ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Engineering and Surveying Schools, for males ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| for females ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Technical and Industrial Schools. for males ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| for females ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Commercial Schools ... for males ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| for females ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Other Schools ... for males ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| for females ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Total ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| TOTAL DIRECT EXPENDITURE ... | 86,572 | 32,900 | 5,085 | ... | 1,24,557 | 1,66,547 | ... | ... | 79,769 | ... |
| *Buildings, furniture and apparatus* ... | 11,149 | ... | ... | ... | 11,149 | 6,333 | ... | ... | 14,235 | ... |
| Inspection ... ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| **Scholarships held in—** | | | | | | | | | | |
| Arts Colleges ... ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Medical Colleges ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Other Professional Colleges ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Secondary Schools ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Primary Schools ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Medical Schools ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Technical and Industrial Schools ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Miscellaneous ... ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Boarding-houses ... ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| TOTAL INDIRECT EXPENDITURE ... | 11,149 | ... | ... | ... | 11,149 | 6,333 | ... | ... | 14,235 | ... |
| TOTAL EXPENDITURE ON PUBLIC INSTRUCTION. | 97,721 | 32,900 | 5,085 | ... | 1,35,706 | 1,72,880 | ... | ... | 94,004 | ... |

# TABLE IV-A.

## IN THE PUNJAB FOR THE OFFICIAL YEAR 1917-18.

| INSTITUTIONS. | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| MANAGEMENT. | | | | | | TOTAL EXPENDITURE FROM | | | | | | | |
| *or Municipal Boards.* | | *Unaided.* | | | | | | | | | | | |
| Subscriptions and other sources. | Total. | Fees. | Endowments. | Subscriptions and other sources. | Total. | Provincial Revenues. | District Funds. | Municipal Funds. | Fees. | Endowments. | Subscriptions and other sources. | GRAND TOTAL. | REMARKS. |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | .... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | 10,628 | ... | ... | ... | ... | ... | 10,628 | |
| ... | 20,099 | ... | ... | ... | ... | 16,344 | ... | ... | 3,755 | ... | ... | 20,099 | |
| ... | 20,099 | ... | ... | ... | ... | 26,972 | ... | ... | 3,755 | ... | ... | 30,727 | |
| 137 | 50,019 | .. | ... | ... | ... | 72,063 | ... | ... | 37,841 | 3,390 | 137 | 1,13,431 | |
| 7,646 | 37,084 | .... | ... | ... | ... | 18,376 | ... | ... | 11,062 | .. | 7,646 | 37,084 | |
| 7,693 | 83,342 | ... | ... | ... | ... | 85,466 | ... | ... | 39,005 | 1,695 | 7,693 | 1,33,859 | |
| 11,252 | 64,048 | ... | ... | ... | ... | 37,314 | ... | ... | 15,482 | ... | 11,252 | 64,048 | |
| 26,728 | 2,34,493 | ... | ... | ... | ... | 2,13,219 | ... | ... | 1,03,390 | 5,085 | 26,728 | 3,48,422 | |
| 5,878 | 24,330 | ... | ... | ... | ... | 12,928 | ... | ... | 5,524 | ... | 5,878 | 24,330 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 5,878 | 24,330 | ... | ... | ... | ... | 12,928 | ... | ... | 5,524 | ... | 5,878 | 24,330 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 32,606 | 2,78,922 | ... | ... | ... | ... | 2,53,119 | ... | | 1,12,669 | 5,085 | 32,606 | 4,03,479 | |
| 23,751 | 44,319 | ... | ... | ... | ... | 17,482 | ... | ... | 14,235 | ... | 23,751 | 55,468 | |
| ... | ... | ... | ... | ... | ... | 13,259 | ... | ... | ... | ... | ... | 13,259 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | 3,123 | ... | ... | ... | ... | ... | 3,123 | |
| ... | ... | ... | ... | ... | ... | 9,891 | ... | ... | ... | ... | ... | 9,891 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | 1,20,253 | ... | ... | 40,161 | ... | 29,061 | 1,89,475 | |
| ... | ... | ... | ... | ... | ... | 86,629 | ... | ... | 1,79,223 | ... | 75,060 | 3,40,912 | |
| 23,751 | 44,319 | ... | ... | ... | ... | 2,50,637 | ... | ... | 2,33,619 | ... | 1,27,872 | 6,12,128 | |
| 56,357 | 3,23,241 | ... | ... | ... | ... | 5,03,756 | ... | ... | 3,46,288 | 5,085 | 1,60,478 | 10,15,607 | |

The amount shown in columns 2, 7 and 18 includes Imperial Funds, Rs. 2,36,500 which were utilised as follows:—

1. Rs. 1,73,010 for the Lawrence Military Asylum, Sanawar.
2. Rs. 38,000 for salary grants to European Schools.
3. Rs. 10,000 for the Government Training Class, Sanawar.
4. Rs. 15,490 for the Lawrence School, Ghora Gali.

# GENERAL

## STAGES FOR INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS FOR GENERAL

| Class of School. | Number of Schools. | Number of pupils on the rolls on 31st March. | High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. | | | Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage. | | | Total Secondary Stage. | | | Upper Primary Stage. Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage. | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Males. | Females. | Total. | Males. | Females. | Total. | Males. | Females. | Total. | Males. | Females. | Total. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| **Secondary Schools.** | | | | | | | | | | | | | | |
| ***For Males.*** | | | | | | | | | | | | | | |
| Government ... English ... | 31 | 12,279 | 2,742 | ... | 2,742 | 4,858 | ... | 4,858 | 7,600 | ... | 7,600 | 2,940 | ... | 2,940 |
| Government ... Vernacular | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Local Fund ... English ... | 48 | 11,461 | 379 | ... | 379 | 4,153 | ... | 4,153 | 4,532 | ... | 4,532 | 3,782 | ... | 3,782 |
| Local Fund ... Vernacular | 137 | 25,156 | ... | ... | ... | 7,899 | ... | 7,899 | 7,899 | ... | 7,899 | 4,985 | 2 | 4,987 |
| Municipal Fund English ... | 37 | 9,693 | 359 | ... | 359 | 3,264 | ... | 3,264 | 3,623 | ... | 3,623 | 2,788 | 1 | 2,789 |
| Municipal Fund Vernacular | 11 | 1,738 | ... | ... | ... | 438 | ... | 438 | 438 | ... | 438 | 361 | ... | 361 |
| Aided ... English ... | 134 | 42,625 | 6,116 | ... | 6,116 | 14,180 | 5 | 14,185 | 20,296 | 5 | 20,301 | 10,401 | 5 | 10,406 |
| Aided ... Vernacular | 3 | 655 | ... | ... | ... | 150 | ... | 150 | 150 | ... | 150 | 165 | ... | 165 |
| Unaided ... English ... | 33 | 8,170 | 1,156 | ... | 1,156 | 2,941 | ... | 2,941 | 4,097 | ... | 4,097 | 2,044 | ... | 2,044 |
| Unaided ... Vernacular | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Total ... | 434 | 111,777 | 10,752 | ... | 10,752 | 37,883 | 5 | 37,888 | 48,635 | 5 | 48,640 | 27,466 | 8 | 27,474 |
| ***For Females.*** | | | | | | | | | | | | | | |
| Government ... English ... | 4 | 922 | ... | 40 | 40 | ... | 230 | 230 | ... | 270 | 270 | ... | 208 | 208 |
| Government ... Vernacular | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Local Fund ... English ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Local Fund ... Vernacular | 6 | 935 | ... | ... | ... | ... | 98 | 98 | ... | 98 | 98 | ... | 190 | 190 |
| Municipal Fund English ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Municipal Fund Vernacular | 16 | 2,478 | ... | ... | ... | ... | 460 | 460 | ... | 460 | 460 | ... | 760 | 760 |
| Aided ... English ... | 26 | 2,606 | ... | 132 | 132 | 4 | 589 | 593 | 4 | 721 | 725 | 40 | 495 | 535 |
| Aided ... Vernacular | 40 | 4,024 | ... | ... | ... | ... | 459 | 459 | ... | 459 | 459 | ... | 744 | 744 |
| Unaided ... English ... | 4 | 594 | ... | 27 | 27 | ... | 114 | 114 | ... | 141 | 141 | ... | 143 | 143 |
| Unaided ... Vernacular | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Total ... | 96 | 11,559 | ... | 179 | 179 | 4 | 1,950 | 1,954 | 4 | 2,149 | 2,153 | 40 | 2,540 | 2,580 |
| Total Secondary Schools | 530 | 123,336 | 10,752 | 199 | 10,951 | 37,887 | 1,955 | 39,842 | 48,639 | 2,154 | 50,793 | 27,506 | 2,548 | 30,054 |
| Primary Schools. | | | | | | | | | | | | | | |
| ***For Males.*** | | | | | | | | | | | | | | |
| Government ... ... | 7 | 1,035 | ... | ... | ... | ... | ... | ... | ... | ... | ... | 373 | ... | 373 |
| Local Fund ... ... | 3,417 | 166,591 | ... | ... | ... | ... | ... | ... | ... | ... | ... | 35,527 | 5 | 35,532 |
| Municipal Fund... ... | 109 | 10,269 | ... | ... | ... | ... | ... | ... | ... | ... | ... | 657 | ... | 657 |
| Aided ... ... | 1,367 | 58,465 | ... | ... | ... | ... | ... | ... | ... | ... | ... | 6,139 | 131 | 6,270 |
| Unaided ... ... | 184 | 6,985 | ... | ... | ... | ... | ... | ... | ... | ... | ... | 808 | ... | 808 |
| Total ... | 5,084 | 243,345 | ... | ... | ... | ... | ... | ... | ... | ... | ... | 43,504 | 136 | 43,640 |
| ***For Females.*** | | | | | | | | | | | | | | |
| Government ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Local Fund ... ... | 457 | 16,472 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 2,135 | 2,135 |
| Municipal Fund ... | 166 | 9,951 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 920 | 920 |
| Aided ... ... | 294 | 14,400 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1,670 | 1,670 |
| Unaided ... ... | 37 | 1,421 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 91 | 91 |
| Total ... | 954 | 42,244 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 4,816 | 4,816 |
| Total Primary Schools ... | 6,038 | 285,589 | ... | ... | ... | ... | ... | ... | ... | ... | ... | 43,504 | 4,952 | 48,456 |
| GRAND TOTAL ... | 6,568 | 408,925 | 10,752 | 199 | 10,951 | 37,887 | 1,955 | 39,842 | 48,639 | 2,154 | 50,793 | 71,010 | 7,500 | 78,510 |

# TABLE V.

## EDUCATION IN THE PUNJAB AT THE END OF OFFICIAL YEAR 1917-18.

| Lower Primary Stage. *Comprising all pupils who have not passed beyond the Lower Primary Stage.* — Reading Printed Books. | | | Lower Primary Stage. — Not Reading Printed Books. | | | Lower Primary Stage. — Total. | | | Total Primary Stage. | | | Grand Total. | | | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Males. | Females. | Total. | Males. | Females. | Total. | Males. | Females. | Total. | Males. | Females. | Total. | Males. | Females. | Total. | |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| 1,739 | ... | 1,739 | ... | ... | ... | 1,739 | ... | 1,739 | 4,679 | ... | 4,679 | 12,279 | ... | 12,279 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 3,147 | ... | 3,147 | ... | ... | ... | 3,147 | ... | 3,147 | 6,929 | ... | 6,929 | 11,461 | ... | 11,461 | |
| 12,107 | 6 | 12,113 | 157 | ... | 157 | 12,264 | 6 | 12,270 | 17,249 | 8 | 17,257 | 25,148 | 8 | 25,156 | |
| 3,181 | 1 | 3,182 | 99 | ... | 99 | 3,280 | 1 | 3,281 | 6,068 | 2 | 6,070 | 9,691 | 2 | 9,693 | |
| 918 | ... | 918 | 21 | ... | 21 | 939 | ... | 939 | 1,300 | ... | 1,300 | 1,738 | ... | 1,738 | |
| 11,885 | 33 | 11,918 | ... | ... | ... | 11,885 | 33 | 11,918 | 22,286 | 38 | 22,324 | 42,582 | 43 | 42,625 | |
| 340 | ... | 340 | ... | ... | ... | 340 | ... | 340 | 505 | ... | 505 | 655 | ... | 655 | |
| 2,029 | ... | 2,029 | ... | ... | ... | 2,029 | ... | 2,029 | 4,073 | ... | 4,073 | 8,170 | ... | 8,170 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 35,346 | 40 | 35,386 | 277 | ... | 277 | 35,623 | 40 | 35,663 | 63,089 | 48 | 63,137 | 111,724 | 53 | 111,777 | |
| 58 | 377 | 435 | 1 | 8 | 9 | 59 | 385 | 444 | 59 | 593 | 652 | 59 | 863 | 922 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | 647 | 647 | ... | ... | ... | ... | 647 | 647 | ... | 837 | 837 | ... | 935 | 935 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 3 | 1,255 | 1,258 | ... | ... | ... | 3 | 1,255 | 1,258 | 3 | 2,015 | 2,018 | 3 | 2,475 | 2,478 | |
| 220 | 1,110 | 1,330 | ... | 16 | 16 | 220 | 1,126 | 1,346 | 260 | 1,621 | 1,881 | 264 | 2,342 | 2,606 | |
| ... | 2,773 | 2,773 | ... | 48 | 48 | ... | 2,821 | 2,821 | ... | 3,565 | 3,565 | ... | 4,024 | 4,024 | |
| ... | 310 | 310 | ... | ... | ... | ... | 310 | 310 | ... | 453 | 453 | ... | 594 | 594 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 281 | 6,472 | 6,753 | 1 | 72 | 73 | 282 | 6,544 | 6,826 | 322 | 9,084 | 9,406 | 326 | 11,233 | 11,559 | |
| 35,627 | 6,512 | 42,139 | 278 | 72 | 350 | 35,905 | 6,584 | 42,489 | 63,411 | 9,132 | 72,543 | 112,050 | 11,286 | 123,336 | |
| 662 | ... | 662 | ... | ... | ... | 662 | ... | 662 | 1,035 | ... | 1,035 | 1,035 | ... | 1,035 | |
| 130,501 | 98 | 130,599 | 460 | ... | 460 | 130,961 | 98 | 131,059 | 166,488 | 103 | 166,591 | 166,488 | 103 | 166,591 | |
| 9,079 | 7 | 9,086 | 526 | ... | 526 | 9,605 | 7 | 9,612 | 10,262 | 7 | 10,269 | 10,262 | 7 | 10,269 | |
| 51,151 | 934 | 52,085 | 110 | ... | 110 | 51,261 | 934 | 52,195 | 57,400 | 1,065 | 58,465 | 57,400 | 1,065 | 58,465 | |
| 6,074 | 48 | 6,122 | 55 | ... | 55 | 6,129 | 48 | 6,177 | 6,937 | 48 | 6,985 | 6,937 | 48 | 6,985 | |
| 197,467 | 1,087 | 198,554 | 1,151 | ... | 1,151 | 198,618 | 1,087 | 199,705 | 242,122 | 1,223 | 243,345 | 242,122 | 1,223 | 243,345 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 9 | 14,313 | 14,322 | ... | 15 | 15 | 9 | 14,328 | 14,337 | 9 | 16,463 | 16,472 | 9 | 16,463 | 16,472 | |
| 65 | 8,947 | 9,012 | ... | 19 | 19 | 65 | 8,966 | 9,031 | 65 | 9,886 | 9,951 | 65 | 9,886 | 9,951 | |
| 112 | 12,340 | 12,452 | ... | 278 | 278 | 112 | 12,618 | 12,730 | 112 | 14,288 | 14,400 | 112 | 14,288 | 14,400 | |
| 27 | 1,291 | 1,318 | ... | 12 | 12 | 27 | 1,303 | 1,330 | 27 | 1,394 | 1,421 | 27 | 1,394 | 1,421 | |
| 213 | 36,891 | 37,104 | .. | 324 | 324 | 213 | 37,215 | 37,428 | 213 | 42,031 | 42,244 | 213 | 42,031 | 42,244 | |
| 197,680 | 37,978 | 235,658 | 1,151 | 324 | 1,475 | 198,831 | 38,302 | 237,133 | 242,335 | 43,254 | 285,589 | 242,335 | 43,254 | 285,589 | |
| 233,307 | 44,490 | 277,797 | 1,429 | 396 | 1,825 | 234,736 | 44,886 | 279,622 | 305,746 | 52,386 | 358,132 | 354,385 | 54,540 | 408,925 | |

TABLE SHOWING THE NUMBER OF PUPILS IN EACH STAGE

| | | Europeans and Anglo-Indians. | Indian Christians. | Hindus. | | Sikhs. |
|---|---|---|---|---|---|---|
| | | | | Brahmans. | Non-Brahmans. | |
| 1 | | 2 | 3 | 4 | 5 | 6 |
| College stage | Males | 20 | 58 | 473 | 3,187 | 860 |
| | Females | 34 | 19 | 4 | 5 | 1 |
| High stage | Males | 78 | 99 | 1,217 | 4,956 | 1,710 |
| | Females | 96 | 37 | 8 | 36 | 11 |
| Middle stage | Males | 391 | 343 | 4,642 | 15,197 | 5,718 |
| | Females | 495 | 223 | 90 | 639 | 243 |
| Upper Primary stage | Males | 270 | 521 | 7,591 | 25,325 | 10,975 |
| | Females | 374 | 371 | 589 | 3,316 | 1,249 |
| Lower Primary stage | Males | 547 | 2,742 | 20,907 | 77,719 | 31,703 |
| | Females | 592 | 1,257 | 3,597 | 20,108 | 7,166 |
| Special schools | Males | 2 | 110 | 363 | 1,057 | 428 |
| | Females | 54 | 577 | 24 | 97 | 36 |
| Private institutions | Males | 14 | 126 | 2,427 | 9,344 | 2,652 |
| | Females | 47 | 85 | 297 | 1,059 | 500 |
| GRAND TOTAL | Males | 1,322 | 3,999 | 37,620 | 136,785 | 54,046 |
| | Females | 1,692 | 2,569 | 4,609 | 25,260 | 9,206 |
| | Total | 3,014 | 6,568 | 42,229 | 162,045 | 63,252 |

TABLE V-A.

OF INSTRUCTION, CLASSIFIED ACCORDING TO SEX, RACE OR CREED (1917-18).

| Muhammadans. | Buddhists. | Parsis. | Others. | Total of columns 1 to 10. | Depressed classes. | Total of columns 11-12. | Remarks. |
|---|---|---|---|---|---|---|---|
| 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 1,326 | ... | 1 | ... | 5,925 | ... | 5,925 | |
| 2 | ... | 1 | ... | 66 | ... | 66 | |
| 2,682 | ... | 7 | 1 | 10,750 | 2 | 10,752 | |
| 8 | ... | 2 | 1 | 199 | ... | 199 | |
| 11,540 | ... | 9 | 9 | 37,849 | 38 | 37,887 | |
| 251 | ... | 6 | 8 | 1,955 | ... | 1,955 | |
| 25,898 | ... | 9 | 58 | 70,647 | 363 | 71,010 | |
| 1,580 | ... | 8 | 3 | 7,490 | 10 | 7,500 | |
| 98,283 | 1 | 21 | 197 | 232,120 | 2,616 | 234,736 | |
| 11,950 | ... | 15 | 30 | 44,715 | 171 | 44,886 | |
| 2,076 | ... | 1 | 19 | 4,056 | 150 | 4,206 | |
| 99 | ... | ... | 1 | 888 | 34 | 922 | |
| 21,748 | 16 | ... | 45 | 36,372 | 111 | 36,483 | |
| 10,293 | ... | ... | 1 | 12,282 | 30 | 12,312 | |
| 163,553 | 17 | 48 | 329 | 397,719 | 3,280 | 400,999 | |
| 24,183 | ... | 32 | 44 | 67,595 | 245 | 67,840 | |
| 187,736 | 17 | 80 | 373 | 465,314 | 3,525 | 468,839 | |

GENERAL

RESULTS OF THE PRESCRIBED EXAMINATION IN

| Nature of Examination. | | | Number of Institutions sending Examinees. | | | | Number of Examinees. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Institutions under public management. | Aided institutions. | Other institutions. | Total. | Institutions under public management. | Aided institutions. | Other institutions. | Private students. | Total. |
| 1 | | | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| **Arts Colleges.** | | | | | | | | | | | |
| Doctor of Philosophy | | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Doctor of Science | | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Master of Arts | | Males | 1 | 3 | 3 | 7 | 41 | 37 | 7 | 15 | 100 |
| | | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Master of Science | | Males | 1 | 1 | ... | 2 | 17 | 1 | ... | ... | 18 |
| | | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Bachelor of Arts (Honours) | | Males | 1 | 3 | 4 | 8 | 31 | 18 | 24 | 4 | 77 |
| | | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Bachelor of Arts (Pass) | | Males | 1 | 4 | 4 | 9 | 106 | 271 | 449 | 226 | 1,052 |
| | | Females | ... | 1 | ... | 1 | ... | 3 | ... | 4 | 7 |
| Bachelor of Science (Honours) | | Males | 1 | 1 | ... | 2 | 11 | 7 | ... | ... | 18 |
| | | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Bachelor of Science (Pass) | | Males | 1 | 1 | 3 | 5 | 23 | 27 | 15 | 3 | 68 |
| | | Females | ... | ... | 1 | 1 | ... | ... | 1 | ... | 1 |
| Intermediate in Arts | | Males | 1 | 4 | 4 | 9 | 56 | 291 | 551 | 136 | 1,034 |
| | | Females | ... | 1 | ... | 1 | ... | 7 | ... | 2 | 9 |
| Intermediate in Science | | Males | 1 | 3 | 3 | 7 | 111 | 243 | 219 | 28 | 601 |
| | | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| **Oriental Colleges.** | | | | | | | | | | | |
| Master of Oriental Learning | | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Bachelor of Oriental Learning | | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Intermediate, Oriental Faculty | | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Title examinations conducted by Universities or taken by students from institutions of Collegiate grade. | Sanskrit | Males | ... | 1 | ... | 1 | ... | 40 | ... | 462 | 502 |
| | | Females | ... | ... | ... | ... | ... | ... | ... | 5 | 5 |
| | Arabic | Males | ... | 1 | ... | 1 | ... | 8 | ... | 29 | 37 |
| | | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Persian | Males | ... | 1 | ... | 1 | ... | 10 | ... | 94 | 104 |
| | | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Pali | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Hindi | Males | ... | ... | ... | ... | ... | ... | ... | 14 | 14 |
| | | Females | ... | ... | ... | ... | ... | ... | ... | 5 | 5 |
| | Urdu | Males | ... | ... | ... | ... | ... | ... | ... | 11 | 11 |
| | | Females | ... | ... | ... | ... | ... | ... | ... | 1 | 1 |
| | Bengali | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Punjabi | Males | ... | 1 | ... | 1 | ... | 4 | ... | 94 | 98 |
| | | Females | ... | ... | ... | ... | ... | ... | ... | 7 | 7 |
| **Colleges for Professional Training.** | | | | | | | | | | | |
| *Law.* | | | | | | | | | | | |
| Doctor of Law | | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Master of Law | | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Bachelor of Law | | Males | ... | ... | 1 | 1 | ... | ... | 164 | 25 | 189 |
| | | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| *Medicine.* | | | | | | | | | | | |
| Doctor of Medicine or Surgery | | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Doctor of Hygiene | | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |

# TABLE VI.

## THE PUNJAB DURING THE OFFICIAL YEAR 1917-18.

| NUMBER PASSED. | | | | | RACE OR CREED OF PASSED SCHOLARS. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Institutions under public management. | Aided institutions. | Other institutions. | Private students. | Total. | European and Anglo-Indians. | Indian Christians. | *Hindus.* Brahmans. | *Hindus.* Non-Brahmans. | Sikhs. | Muhammadans. | Buddhists. | Parsis. | Others. | REMARKS. |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 24 | 21 | 6 | 5 | 56 | ... | ... | 6 | 36 | 2 | 12 | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 13 | ... | ... | ... | 13 | ... | 1 | 2 | 6 | 3 | 1 | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 28 | 15 | 18 | 2 | 63 | ... | ... | 8 | 29 | 4 | 22 | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 73 | 157 | 245 | 92 | 567 | ... | 10 | 61 | 287 | 55 | 154 | ... | ... | ... | |
| ... | ... | ... | 3 | 3 | ... | 2 | ... | 1 | ... | ... | ... | ... | ... | |
| 10 | 4 | ... | ... | 14 | ... | ... | ... | 14 | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 20 | 15 | 3 | 1 | 39 | ... | 1 | 1 | 28 | 6 | 3 | ... | ... | ... | |
| ... | ... | 1 | ... | 1 | ... | 1 | ... | ... | ... | ... | ... | ... | ... | |
| 38 | 177 | 404 | 62 | 681 | ... | 5 | 75 | 387 | 47 | 167 | ... | ... | ... | |
| ... | 2 | ... | 2 | 4 | ... | 1 | ... | 2 | ... | 1 | ... | ... | ... | |
| 61 | 99 | 101 | 9 | 270 | ... | 2 | 20 | 162 | 50 | 36 | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | 16 | ... | 225 | 241 | ... | ... | 213 | 28 | ... | ... | ... | ... | ... | |
| ... | ... | ... | 3 | 3 | ... | ... | 2 | 1 | ... | ... | ... | ... | ... | |
| ... | 5 | ... | 22 | 27 | ... | ... | ... | 1 | ... | 26 | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | 6 | ... | 35 | 41 | ... | 1 | ... | 1 | 1 | 38 | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | 6 | 6 | ... | ... | 5 | 1 | ... | ... | ... | ... | ... | |
| ... | ... | ... | 4 | 4 | ... | ... | ... | 3 | 1 | ... | ... | ... | ... | |
| ... | ... | ... | 6 | 6 | ... | ... | ... | 1 | ... | 5 | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | 2 | ... | 41 | 43 | ... | ... | ... | 1 | 42 | ... | ... | ... | ... | |
| ... | ... | ... | 1 | 1 | ... | ... | ... | ... | 1 | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | 71 | 13 | 84 | ... | ... | 10 | 59 | 5 | 10 | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |

# GENERAL

## RESULTS OF THE PRESCRIBED EXAMINATIONS IN

| Nature of Examination. | | Number of Institutions sending Examinees. | | | | Number of Examinees. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Institutions under public management. | Aided institutions. | Other institutions. | Total. | Institutions under public management. | Aided institutions. | Other institutions. | Private students. | Total. |
| 1 | | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| **Colleges for Professional Training—*concluded.*** | | | | | | | | | | |
| *Medicine*—concld. | | | | | | | | | | |
| Master of Surgery | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Master of Obstetrics | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Bachelor of Medicine or Surgery | Males | 1 | ... | ... | 1 | 26 | ... | ... | ... | 2 |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Bachelor of Hygiene | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | — | ... | ... |
| Bachelor of Sanitary Science | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Licentiate of Medicine and Surgery | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| *Engineering.* | | | | | | | | | | |
| Master of Civil Engineering | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Bachelor of Civil Engineering | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Licentiate of Civil Engineering | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| **Examinations not conducted by Universities for—** | | | | | | | | | | |
| Civil Engineers | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Electrical Engineers | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Upper Subordinates | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Lower Subordinates | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| *Teaching.* | | | | | | | | | | |
| Post-graduate degrees or licenses | Males | 1 | ... | ... | 1 | 51 | ... | ... | 3 | 5 |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Under-graduate licenses or diplomas | Males | 2 | ... | ... | 2 | 95 | ... | ... | 31 | 12 |
| | Females | 1 | 2 | ... | 3 | 3 | 26 | ... | 4 | 3 |
| *Agriculture.* | | | | | | | | | | |
| Master of Agriculture | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Bachelor of Agriculture | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Licentiate of Agriculture | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| *Veterinary Examinations* | Males | 1 | ... | ... | 1 | 45 | ... | ... | ... | 4 |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| *Commercial Examinations* | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| **Schools for General Education.** | | | | | | | | | | |
| Matriculation | Males | 29 | 74 | 28 | 131 | 1,189 | 2,724 | 910 | 477 | 5,300 |
| | Females | ... | 5 | 1 | 6 | ... | 26 | 6 | 10 | 42 |
| School final or leaving certificate | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| "B" Final examination | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| High schol examination for Europeans | Males | 2 | 3 | ... | 5 | 24 | 16 | ... | ... | 40 |
| | Females | 2 | 7 | ... | 9 | 8 | 32 | ... | ... | 40 |

## TABLE VI—CONTINUED.

### THE PUNJAB DURING THE OFFICIAL YEAR 1917-18—CONTINUED.

| Number passed. | | | | | Race or creed of passed Scholars. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | *Hindus.* | | | | | | | |
| Institutions under public management. | Aided institutions. | Other institutions. | Private students. | Total. | European and Anglo-Indians. | Indian Christians. | Brahmans. | Non-Brahmans. | Sikhs. | Muhammadans. | Buddhists. | Parsis. | Others. | Remarks. |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 22 | ... | ... | ... | 22 | ... | ... | 1 | 18 | 2 | 1 | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ...

# GENERAL

## RESULTS OF THE PRESCRIBED EXAMINATIONS IN

| Nature of Examination. | Number of Institutions sending Examinees. | | | | Number of Examinees. | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Institutions under public management. | Aided institutions. | Other institutions. | Total. | Institutions under public management. | Aided institutions. | Other institutions. | Private students. | Total. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| **School for General Education—*concluded.*** | | | | | | | | | |
| Cambridge senior examination ... Males | ... | ... | ... | ... | ... | ... | ... | 34 | 34 |
| Cambridge senior examination ... Females | ... | ... | ... | ... | ... | ... | ... | 2 | 2 |
| Cambridge junior examination ... Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Cambridge junior examination ... Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Cambridge preliminiary examination ... Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Cambridge preliminiary examination ... Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Vernacular high examination Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Vernacular high examination Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Anglo-vernacular middle examination ... Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Anglo-vernacular middle examination ... Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Vernacular middle examination Males | 145 | 3 | ... | 148 | 2,492 | 41 | ... | 106 | 2,639 |
| Vernacular middle examination Females | 17 | 23 | 10 | 50 | 100 | 120 | 64 | 84 | 368 |
| Middle examination for Europeans ... Males | 2 | 4 | ... | 6 | 36 | 18 | ... | ... | 54 |
| Middle examination for Europeans ... Females | 2 | 10 | ... | 12 | 18 | 43 | ... | ... | 61 |
| Upper primary examination ... Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Upper primary examination ... Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Lower primary examination ... Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Lower primary examination ... Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| **Schools for Special Instruction.** | | | | | | | | | |
| Training school examinations for masters— | | | | | | | | | |
| Secondary ... ... ... | 1 | ... | ... | 1 | 92 | ... | ... | 5 | 97 |
| Primary ... ... ... | 18 | 6 | ... | 24 | 1,035 | 124 | ... | 138 | 1,297 |
| Training school examinations for mistresses— | | | | | | | | | |
| Secondary ... ... ... | 1 | 2 | 1 | 4 | 18 | 15 | 1 | 9 | 43 |
| Primary ... ... ... | 10 | 4 | 1 | 15 | 125 | 12 | 2 | 10 | 149 |
| Teachers' examinations for those who are not students of a training school. Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Teachers' examinations for those who are not students of a training school. Females | ... | ... | ... | ... | ... | ... | ... | 2 | 2 |
| School of Art examination ... Males | 1 | ... | ... | 1 | 19 | ... | ... | ... | 19 |
| School of Art examination ... Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Engineering school examination ... Males | 1 | ... | ... | 1 | 40 | ... | ... | ... | 40 |
| Engineering school examination ... Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Examination in surveying ... Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Examination in surveying ... Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Industrial school examination ... Males | 5 | ... | ... | 5 | 46 | ... | ... | ... | 46 |
| Industrial school examination ... Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Commercial school examination ... Males | 2 | ... | ... | 2 | 15 | ... | ... | 6 | 21 |
| Commercial school examination ... Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Advanced Commercial 1st year's course examination. Males | 1 | ... | ... | 1 | 13 | ... | ... | ... | 13 |
| Advanced Commercial 1st year's course examination. Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Agricultural school examination ... Males | 1 | ... | ... | 1 | 40 | ... | ... | ... | 40 |
| Agricultural school examination ... Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Medical examination— | | | | | | | | | |
| M. P. L. diploma ... Males | 1 | ... | ... | 1 | 48 | ... | ... | ... | 48 |
| M. P. L. diploma ... Females | 1 | ... | ... | 1 | 9 | ... | ... | ... | 9 |
| Midwifery diploma ... Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Midwifery diploma ... Females | ... | 1 | ... | 1 | ... | 7 | ... | ... | 7 |
| Dhais diploma ... Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Dhais diploma ... Females | ... | ... | 7 | 7 | ... | ... | 33 | ... | 33 |
| Female certificate class diploma ... Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Female certificate class diploma ... Females | ... | 1 | ... | 1 | ... | 3 | ... | ... | 3 |
| Title or other Oriental examinations conducted by authorities other than Universities or taken by students in institutions of non-Collegiate grade. Sanskrit ... Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Sanskrit ... Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Arabic ... Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Arabic ... Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Persian ... Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Persian ... Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Pali ... Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Pali ... Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Other school examinations ... Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Other school examinations ... Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |

## TABLE VI—CONCLUDED.

### THE PUNJAB DURING OFFICIAL YEAR 1917-18—CONCLUDED.

| NUMBER PASSED. | | | | | RACE OR CREED OF PASSED SCHOLARS. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Institutions under public management. | Aided institutions. | Other institutions. | Private students. | Total. | Europeans and Anglo-Indians. | Indian Christians. | *Hindus.* Brahmans. | *Hindus.* Non-Brahmans. | Sikhs. | Muhammadans. | Buddhists. | Parsis. | Others. | REMARKS. |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| ... | ... | ... | 10 | 10 | ... | ... | 2 | 7 | ... | 1 | ... | ... | ... | |
| ... | ... | ... | 2 | 2 | 1 | ... | ... | 1 | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 1,888 | 25 | ... | 50 | 1,963 | ... | 14 | 298 | 714 | 246 | 691 | ... | ... | ... | |
| 70 | 89 | 52 | 54 | 265 | ... | 50 | 22 | 123 | 37 | 33 | ... | ... | ... | |
| 31 | 9 | ... | ... | 40 | 38 | 1 | ... | 1 | ... | ... | ... | ... | ... | |
| 10 | 34 | ... | ... | 44 | 43 | ... | ... | ... | ... | ... | ... | 1 | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 87 | ... | ... | ... | 87 | ... | ... | 15 | 16 | 17 | 39 | ... | ... | ... | |
| 929 | 101 | ... | 101 | 1,131 | ... | 41 | 182 | 369 | 81 | 458 | ... | ... | ... | |
| 12 | 12 | 1 | 6 | 31 | ... | 15 | 2 | 8 | ... | 6 | ... | ... | ... | |
| 71 | 6 | 1 | 2 | 80 | ... | 7 | 3 | 37 | 1 | 32 | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | 2 | 2 | 2 | ... | ... | ... | ... | ... | ... | ... | ... | |
| 14 | ... | ... | ... | 14 | ... | ... | 1 | 4 | ... | 9 | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 39 | ... | ... | ... | 39 | ... | ... | 5 | 18 | 7 | 9 | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 24 | ... | ... | ... | 24 | ... | ... | 1 | 6 | 1 | 16 | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 11 | ... | ... | 1 | 12 | ... | ... | ... | 8 | 1 | 3 | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 8 | ... | ... | ... | 8 | ... | ... | 1 | 6 | ... | 1 | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 40 | ... | ... | ... | 40 | ... | ... | 1 | 11 | 11 | 17 | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 42 | ... | ... | ... | 42 | ... | 1 | 12 | 14 | 7 | 8 | ... | ... | ... | |
| 9 | ... | ... | ... | 9 | ... | 9 | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | 5 | ... | ... | 5 | ... | 5 | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | 32 | ... | 32 | ... | 15 | ... | 7 | ... | 10 | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | 1 | ... | ... | 1 | ... | 1 | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |

# GENERAL

## RETURN SHOWING THE DISTRIBUTION OF LOCAL BOARDS AND MUNICIPAL EXPEN

| OBJECTS OF EXPENDITURE. | EXPENDITURE OF LOCAL BOARDS — In Institutions managed by: Number of Institutions. | Number of Scholars on the rolls on 31st March. | Average number on the rolls monthly during the year. | Average daily attendance. | Provincial grants. | Local funds. | Municipal grants. |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| UNIVERSITY EDUCATION. | | | | | Rs. | Rs. | Rs. |
| *Arts Colleges.* | | | | | | | |
| English ... ... ... for males ... | ... | ... | ... | ... | ... | ... | ... |
| for females ... | ... | ... | ... | ... | ... | ... | ... |
| Oriental ... ... ... for males ... | ... | ... | ... | ... | ... | ... | ... |
| for females ... | ... | ... | ... | ... | ... | ... | ... |
| *Colleges or Departments of Colleges for Professional Training.* | | | | | | | |
| Law ... ... ... for males ... | ... | ... | ... | ... | ... | ... | ... |
| for females ... | ... | ... | ... | ... | ... | ... | ... |
| Medicine ... ... ... for males ... | ... | ... | ... | ... | ... | ... | ... |
| for females ... | ... | ... | ... | ... | ... | ... | ... |
| Engineering ... ... for males | ... | ... | ... | ... | ... | ... | ... |
| for females ... | ... | ... | ... | ... | ... | ... | ... |
| Teaching ... ... ... for males ... | ... | ... | ... | ... | ... | ... | ... |
| for females ... | ... | ... | ... | ... | ... | ... | ... |
| Agriculture ... ... for males ... | ... | ... | ... | ... | ... | ... | ... |
| for females ... | ... | ... | ... | ... | ... | ... | ... |
| Total ... | ... | ... | ... | ... | ... | ... | ... |
| SCHOOL EDUCATION, GENERAL. | | | | | | | |
| *Secondary Schools.* | | | | | | | |
| High Schools for males ... ... ... | 8 | 2,282 | 2,466 | 2,162 | ... | 26,748 | 350 |
| Middle Schools for males ... English ... | 40 | 9,179 | 9,438 | 8,386 | ... | 41,926 | 13,218 |
| Vernacular ... | 137 | 25,156 | 26,784 | 23,131 | ... | 81,807 | ... |
| High Schools for females ... ... ... | ... | ... | ... | ... | ... | ... | ... |
| Middle Schools for females ... English ... | ... | ... | ... | ... | ... | ... | ... |
| Vernacular ... | 6 | 935 | 908 | 759 | ... | 5,412 | ... |
| Total ... | 191 | 37,552 | 39,596 | 34,438 | ... | 1,55,893 | 13,568 |
| *Primary Schools.* | | | | | | | |
| For males ... ... ... | 3,417 | 166,591 | 161,698 | 137,819 | ... | 3,72,450 | 1,373 |
| For females ... ... ... | 457 | 16,472 | 15,922 | 13,055 | ... | 46,725 | 1,300 |
| Total ... | 3,874 | 183,063 | 177,620 | 150,874 | ... | 4,19,175 | 2,673 |
| SCHOOL EDUCATION, SPECIAL. | | | | | | | |
| Training Schools ... ... for males ... | ... | ... | ... | ... | ... | 5,671 | ... |
| for females ... | ... | ... | ... | ... | ... | ... | ... |
| Schools of Art ... ... for males ... | ... | ... | ... | ... | ... | ... | ... |
| for females ... | ... | ... | ... | ... | ... | ... | ... |
| Law Schools ... ... for males ... | ... | ... | ... | ... | ... | ... | ... |
| for females ... | ... | ... | ... | ... | ... | ... | ... |
| Medical Schools ... ... for males ... | ... | ... | ... | ... | ... | ... | ... |
| for females ... | ... | ... | ... | ... | ... | ... | ... |
| Engineering and Surveying Schools for males ... | ... | ... | ... | ... | ... | ... | ... |
| for females ... | ... | ... | ... | ... | ... | ... | ... |
| Technical and Industrial Schools ... for males ... | 11 | 891 | 908 | 770 | ... | 12,699 | 4,035 |
| for females ... | ... | ... | ... | ... | ... | ... | ... |
| Commercial Schools ... ... for males ... | ... | ... | ... | ... | ... | ... | ... |
| for females ... | ... | ... | ... | ... | ... | ... | ... |
| Agricultural Schools ... ... for males ... | ... | ... | ... | ... | ... | ... | ... |
| for females ... | ... | ... | ... | ... | ... | ... | ... |
| Other Schools ... ... for males ... | ... | ... | ... | ... | ... | ... | ... |
| for females .. | ... | ... | ... | ... | ... | ... | ... |
| Total ... | 11 | 891 | 908 | 770 | ... | 18,370 | 4,035 |
| TOTAL DIRECT EXPENDITURE ... | 4,076 | 221,506 | 218,124 | 186,082 | ... | 5,93,438 | 20,276 |
| *Buildings, furniture and apparatus* ... | ... | ... | ... | ... | ... | 3,14,127 | ... |
| University ... ... ... | ... | ... | ... | ... | ... | ... | ... |
| Inspection ... ... ... | ... | ... | ... | ... | ... | ... | ... |
| Scholarships held in— | | | | | | | |
| Arts Colleges... ... ... | ... | ... | ... | ... | ... | ... | ... |
| Medical Colleges ... ... | ... | ... | ... | ... | ... | ... | ... |
| Other Professional Colleges ... | ... | ... | ... | ... | ... | ... | ... |
| Secondary Schools ... ... | ... | ... | ... | ... | ... | ... | ... |
| Primary Schools ... ... | ... | ... | ... | ... | ... | ... | ... |
| Medical Schools ... ... | ... | ... | ... | ... | ... | ... | ... |
| Technical and Industrial Schools ... | ... | ... | ... | ... | ... | ... | ... |
| Other Special Schools ... ... | ... | ... | ... | ... | ... | ... | ... |
| Miscellaneous ... ... ... | ... | ... | ... | ... | ... | ... | ... |
| Boarding Houses (Recurring Expenditure) ... | ... | ... | ... | ... | ... | ... | ... |
| TOTAL INDIRECT EXPENDITURE ... | ... | ... | ... | ... | ... | 3,14,127* | ... |
| GRAND TOTAL ... | 4,076 | 221,506 | 218,124 | 186,082 | ... | 9,07,565 | 20,276 |

*Excludes Rs. 12,87,997 on account of provincial expenditure on the District

# TABLE VII.

## DITURE ON PUBLIC INSTRUCTION IN THE PUNJAB FOR THE OFFICIAL YEAR 1917-18.

ON PUBLIC INSTRUCTION.

| Local Boards. | | | | In Institutions managed by | | | | Remarks. |
|---|---|---|---|---|---|---|---|---|
| Fees. | Endowments. | Subscriptions and other sources. | Total. | Government. | Municipal Boards. | Private persons or associations. | Total Local Boards' Expenditure on Public Instruction. | |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | |
| ... | ... | ... | ... | ... | ... | 300 | 300 | |
| ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | 2,982 | ... | ... | 2,982 | |
| ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | 2,982 | ... | 300 | 3,282 | |
| 50,778 | 8 | ... | 77,884 | ... | 2,160 | 14,561 | 43,469 | |
| 1,24,066 | 9,765 | 2,509 | 1,91,484 | ... | 6,987 | 14,116 | 63,029 | |
| 62,015 | 164 | 334 | 1,44,320 | ... | 4,566 | 963 | 87,336 | |
| ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | 896 | 896 | |
| ... | 8 | ... | 5,420 | ... | ... | 1,038 | 6,450 | |
| 2,36,859 | 19,945 | 2,843 | 4,19,108 | ... | 13,713 | 31,574 | 2,01,180 | |
| 88,523 | 1,126 | 979 | 4,64,451 | ... | 144 | 45,104 | 4,17,698 | |
| 1 | 261 | 500 | 48,787 | ... | 384 | 11,940 | 59,049 | |
| 88,524 | 1,387 | 1,479 | 5,13,238 | ... | 528 | 57,044 | 4,76,747 | |
| ... | ... | ... | 5,671 | ... | ... | ... | 5,671 | |
| ... | ... | ... | | ... | 301 | ... | 301 | |
| ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | |
| 1,182 | 244 | 59 | 18,219 | ... | ... | 236 | 12,935 | |
| ... | ... | ... | ... | ... | ... | 1,171 | 1,171 | |
| ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | |
| 1,182 | 244 | 59 | 23,890 | ... | 301 | 1,407 | 20,078 | |
| 3,26,565 | 11,576 | 4,381 | 9,56,236 | 2,982 | 14,542 | 90,325 | 7,01,287 | |
| 1 | ... | 2,930 | 3,17,058 | ... | ... | 239 | 3,14,366 | |
| ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | 58,029 | |
| ... | ... | ... | ... | ... | ... | ... | 2,623 | |
| ... | ... | ... | ... | ... | ... | ... | 232 | |
| ... | ... | ... | ... | ... | ... | ... | 2,421 | |
| ... | ... | ... | ... | ... | ... | ... | 88,566 | |
| ... | ... | ... | ... | ... | ... | ... | 1,513 | |
| ... | ... | ... | ... | ... | ... | ... | 240 | |
| ... | ... | ... | ... | ... | ... | ... | 5,370 | |
| ... | ... | ... | ... | ... | ... | ... | 851 | |
| ... | ... | ... | ... | ... | ... | ... | 43,014 | |
| ... | ... | ... | ... | ... | ... | ... | 35,507 | |
| 1 | ... | 2,930 | 3,17,058 | ... | ... | 239 | 5,52,732 | |
| 3,26,566 | 11,576 | 7,311 | *12,73,294 | 2,982 | 14,542 | 90,564 | 12,54,019 | |

and Municipal Board Schools *combined* which is shown in column 9 of table IV.

# GENERAL

## RETURN SHOWING THE DISTRIBUTION OF LOCAL BOARDS AND MUNICIPAL EXPEN

| OBJECTS OF EXPENDITURE. | EXPENDITURE OF MUNICIPAL BOARDS | | | | | | |
|---|---|---|---|---|---|---|---|
| | In Institutions managed | | | | | | |
| | Number of Institutions. | Number of scholars on the rolls on 31st March. | Average number on the rolls monthly during the year. | Average daily attendance. | Provincial grants. | Municipal rates. | Local Boards' grants. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| | | | | | Rs. | Rs. | Rs. |
| **University Education.** | | | | | | | |
| *Arts Colleges.* | | | | | | | |
| English ... ... ... for males ... | ... | ... | ... | ... | ... | ... | ... |
| ... for females | ... | ... | ... | ... | ... | ... | ... |
| Oriental ... ... for males ... | ... | ... | ... | ... | ... | ... | ... |
| ... for females ... | ... | ... | ... | | ... | ... | ... |
| *Colleges or Departments of Colleges for Professional Training.* | | | | | | | |
| Law .. .. ... for males ... | ... | ... | ... | ... | ... | ... | ... |
| ... for females .. | ... | ... | | ... | ... | ... | ... |
| Medicine ... ... ... for males ... | ... | | | ... | ... | ... | ... |
| ... for females ... | ... | | ... | ... | ... | ... | |
| Engineering ... ... for males | ... | ... | | ... | ... | | ... |
| ... for females ... | ... | | ... | | ... | ... | ... |
| Teaching ... ... ... for males ... | ... | ... | ... | ... | ... | ... | ... |
| ... for females ... | | .. | ... | ... | ... | ... | ... |
| Agriculture ... .. for males ... | ... | ... | ... | ... | ... | ... | ... |
| ... for females ... | ... | ... | .. | ... | ... | .. | .. |
| Total ... ... | ... | .. | ... | ... | ... | ... | ... |
| **School Education, General.** | | | | | | | |
| *Secondary Schools.* | | | | | | | |
| High Schools for males ... ... ... | 8 | 2,623 | 2,805 | 2,498 | ... | 20,569 | 2,160 |
| Middle Schools for males ... English ... | 29 | 7,070 | 7,242 | 6,188 | ... | 46,694 | 6,987 |
| ... Vernacular ... | 11 | 1,738 | 1,856 | 1,634 | ... | 6,363 | 4,565 |
| High Schools for females ... ... ... | ... | | ... | ... | ... | ... | ... |
| Middle Schools for females ... English ... | ... | ... | ... | ... | ... | ... | ... |
| ... Vernacular | 16 | 2,478 | 2,418 | 1,920 | ... | 14,213 | ... |
| Total ... ... | 64 | 13,909 | 14,321 | 12,240 | ... | 87,839 | 13,713 |
| *Primary Schools.* | | | | | | | |
| For males ... ... ... ... | 109 | 10,269 | 9,823 | 8,041 | ... | 28,723 | 144 |
| For females ... ... ... ... | 166 | 9,951 | 9,786 | 7,300 | ... | 28,376 | 384 |
| Total ... | 275 | 20,220 | 19,609 | 15,341 | | 57,099 | 528 |
| **School Education, Special.** | | | | | | | |
| Training Schools ... ... for males ... | ... | ... | ... | ... | ... | ... | ... |
| ... for females ... | 6 | 121 | 115 | 112 | ... | 6,509 | 301 |
| Schools of Art ... ... for males ... | .. | ... | ... | ... | ... | | ... |
| ... for females ... | ... | ... | ... | ... | ... | ... | ... |
| Law Schools ... ... for males ... | ... | ... | ... | ... | ... | ... | ... |
| ... for females | ... | ... | ... | ... | ... | ... | ... |
| Medical Schools ... ... for males ... | ... | ... | ... | | ... | ... | ... |
| ... for females ... | ... | ... | ... | ... | ... | ... | ... |
| Engineering and Surveying Schools for males ... | ... | ... | .. | ... | ... | | ... |
| ... for females ... | .. | ... | ... | ... | ... | | ... |
| Technical and Industrial Schools ... for males ... | 10 | 870 | 971 | 715 | | 7,584 | ... |
| ... for females ... | ... | ... | ... | ... | ... | ... | ... |
| Commercial Schools ... ... for males ... | ... | ... | ... | ... | .. | ... | ... |
| ... for females ... | ... | ... | | ... | ... | ... | ... |
| Agricultural Schools ... ... for males ... | ... | ... | ... | . | ... | ... | ... |
| ... for females ... | ... | ... | ... | ... | ... | ... | ... |
| Other Schools ... ... for males ... | ... | ... | ... | ... | ... | ... | .. |
| ... for females ... | ... | ... | ... | ... | ... | ... | ... |
| Total ... ... | 16 | 991 | 1,086 | 827 | ... | 14,093 | 301 |
| Total Direct Expenditure ... ... | 355 | 35,120 | 35,016 | 28,408 | ... | 1,59,031 | 14,542 |
| *Buildings, furniture and apparatus* ... ... | ... | ... | ... | ... | ... | 38,783 | ... |
| University ... ... ... ... | ... | ... | ... | ... | ... | ... | ... |
| Inspection ... ... ... | ... | .. | ... | ... | ... | ... | ... |
| Scholarships held in— | | | | | | | |
| Arts Colleges ... ... ... | ... | ... | ... | ... | ... | ... | ... |
| Medical Colleges ... | ... | ... | ... | ... | ... | ... | ... |
| Other Professional Colleges ... ... | ... | ... | .. | ... | ... | ... | ... |
| Secondary Schools ... ... | ... | ... | | ... | ... | ... | ... |
| Primary Schools ... ... ... | ... | ... | ... | ... | ... | ... | ... |
| Medical Schools ... ... ... | ... | ... | .. | ... | ... | ... | ... |
| Technical and Industrial Schools ... .. | | ... | ... | ... | ... | ... | ... |
| Other Special Schools ... ... ... | ... | | ... | ... | ... | ... | ... |
| Miscellaneous ... ... .. ... | ... | ... | ... | ... | ... | ... | ... |
| Boarding Houses (Recurring Expenditure) ... | ... | ... | ... | ... | ... | ... | ... |
| Total Indirect Expenditure ... | ... | ... | .. | ... | ... | 38,783 | ... |
| Grand Total ... ... | 355 | 35,120 | 35,016 | 28,408 | ... | 1,97,814 | 14,542 |

*Excludes Rs. 12,87,997 on account of provincial expenditure on the District

## TABLE VII—CONCLUDED.

## DITURE ON PUBLIC INSTRUCTION IN THE PUNJAB FOR THE OFFICIAL YEAR 1917-18.

ON PUBLIC INSTRUCTION.

| BY MUNICIPAL BOARDS. | | | | IN INSTITUTIONS MANAGED BY | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Fees. | Endowments. | Subscriptions and other sources. | Total. | Government. | Local Boards. | Private persons or associations. | Total Municipal Boards Expenditure on Public Instruction. | Total Expenditure of Local and Municipal Boards on Public Instruction. | REMARKS. |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| Rs. | Rs. | Rf. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | |
| ... | ... | ... | ... | ... | ... | 1,500 | 1,500 | 1,800 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | 354 | ... | ... | 354 | 3,336 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | 354 | ... | 1,500 | 1,854 | 5,136 | |
| 56,411 | 30 | 49 | 79,219 | ... | 350 | 67,964 | 88,883 | 1,32,352 | |
| 88,704 | 704 | 886 | 1,43,975 | ... | 13,218 | 9,733 | 69,645 | 1,32,074 | |
| 4,484 | 47 | ... | 15,460 | ... | ... | 117 | 6,480 | 93,816 | |
| ... | ... | ... | ... | ... | ... | 6,123 | 6,123 | 6,123 | |
| ... | ... | ... | ... | ... | ... | 3,401 | 3,401 | 4,297 | |
| 4 | 5 | ... | 14,222 | ... | ... | 8,403 | 22,621 | 29,071 | |
| 1,49,603 | 786 | 935 | 2,52,876 | ... | 13,568 | 95,746 | 1,97,153 | 3,98,333 | |
| 17,113 | 224 | 107 | 46,311 | ... | 1,373 | 16,037 | 46,133 | 4,63,631 | |
| ... | 28 | ... | 28,788 | ... | 1,300 | 13,617 | 43,293 | 1,02,342 | |
| 17,113 | 252 | 107 | 75,099 | ... | 2,673 | 29,654 | 89,426 | 5,66,173 | |
| ... | ... | ... | ... | ... | ... | ... | ... | 5,671 | |
| ... | ... | ... | 6,810 | ... | ... | ... | 6,509 | 6,810 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 1,386 | 118 | 283 | 9,371 | ... | 4,035 | 2,119 | 13,738 | 26,673 | |
| ... | ... | ... | ... | ... | ... | ... | ... | 1,171 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 1,386 | 118 | 283 | 16,181 | ... | 4,035 | 2,119 | 20,247 | 40,325 | |
| 1,68,102 | 1,156 | 1,325 | 3,44,156 | 354 | 20,276 | 1,29,019 | 3,08,680 | 10,09,967 | |
| ... | 576 | 4,925 | 44,284 | ... | ... | 472 | 39,255 | 3,53,621 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | 7,284 | 65,313 | |
| ... | ... | ... | ... | ... | ... | ... | 2,261 | 4,884 | |
| | ... | ... | ... | ... | ... | ... | 363 | 595 | |
| ... | ... | ... | ... | ... | ... | ... | 540 | 2,661 | |
| ... | ... | ... | ... | ... | ... | ... | 19,102 | 1,07,668 | |
| | ... | ... | ... | ... | ... | ... | 452 | 1,965 | |
| ... | ... | ... | ... | ... | ... | ... | 106 | 346 | |
| | ... | ... | ... | ... | ... | ... | 3,385 | 8,755 | |
| ... | ... | ... | ... | ... | ... | ... | 225 | 1,076 | |
| ... | ... | ... | ... | ... | ... | ... | 16,070 | 59,084 | |
| ... | ... | ... | ... | ... | ... | ... | 9,928 | 45,435 | |
| ... | 576 | 4,925 | 44,284 | ... | ... | 472 | 98,971 | 6,51,703 | |
| 1,68,102 | 1,732 | 6,250 | 3,88,440 | 354 | 20,276 | 1,29,491 | 4,07,651 | 16,61,670 | |

and Municipal Board Schools *combined* which is shown in column 9 of table IV.

# GENERAL TABLE VIII.

## ATTENDANCE AND EXPENDITURE IN HOSTELS OR BOARDING-HOUSES FOR THE OFFICIAL YEAR 1917-18.

| | Number of | | Number of boarders who are students of | | | | | Capital expenditure from | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Hostels or Boarding-houses. | Boarders. | Arts Colleges. | Colleges for Professional Training. | Secondary Schools. | Primary Schools. | Special Schools. | Provincial revenues. | Local or Municipal funds. | Endowments. | Subscriptions and other sources. | Fees. | Total. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| | | | | | | | | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. |
| **Managed by Government.** | | | | | | | | | | | | | |
| Males ... ... | 53 | 4,280 | 808 | 535 | 2,304 | 78 | 1,055 | ... | ... | ... | ... | ... | ... |
| Females ... ... | 4 | 407 | ... | ... | 353 | 10 | 44 | ... | ... | ... | ... | ... | ... |
| **Managed by Local or Municipal Boards.** | | | | | | | | | | | | | |
| Males ... ... | 241 | 6,648 | ... | ... | 6,094 | 514 | 40 | ... | 14,148 | ... | ... | ... | 14,148 |
| Females ... ... | 4 | 36 | ... | ... | ... | ... | 35 | ... | ... | ... | ... | ... | ... |
| **Aided by Government or by Local or Municipal Boards.** | | | | | | | | | | | | | |
| Males ... ... | 101 | 5,861 | 300 | 12 | 5,333 | 216 | ... | ... | ... | 4,801 | 8,117 | ... | 12,918 |
| Females ... ... | 39 | 2,051 | ... | 33 | 1,396 | 415 | 207 | ... | ... | 1,543 | ... | ... | 1,543 |
| **Unaided.** | | | | | | | | | | | | | |
| Males ... ... | 80 | 5,897 | 2,011 | 196 | 3,198 | 294 | 198 | ... | ... | 2,435 | 61,315 | 123 | 63,873 |
| Females ... ... | 14 | 939 | 16 | 2 | 629 | 292 | ... | ... | ... | 2,430 | 8,677 | 2,140 | 13,247 |
| **Total** | | | | | | | | | | | | | |
| Males ... ... | 475 | 22,686 | 2,619 | 743 | 16,929 | 1,102 | 1,293 | ... | 14,148 | 7,236 | 69,432 | 123 | 90,939 |
| Females ... ... | 61 | 3,432 | 16 | 35 | 2,378 | 717 | 286 | ... | ... | 3,973 | 8,677 | 2,140 | 14,790 |
| GRAND TOTAL ... | 536 | 26,118 | 2,635 | 778 | 19,307 | 1,819 | 1,579 | ... | 14,148 | 11,209 | 78,109 | 2,263 | 1,05,729 |

# GENERAL TABLE IX.

## NUMBER AND QUALIFICATION OF TEACHERS IN THE PUNJAB FOR THE OFFICIAL YEAR 1917-1918.

| | | | (a) In Primary Schools. | | | | | | (b) In Middle Schools. | | | | | | (c) In High Schools. | | | | | | (d) In Colleges. | | | | | | Grand Total. | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Government. | Board. | Municipal. | Aided. | Unaided. | Total. | Government. | Board. | Municipal. | Aided. | Unaided. | Total. | Government. | Board. | Municipal. | Aided. | Unaided. | Total. | Government. | Board. | Municipal. | Aided. | Unaided. | Total. | | |
| 1 | | | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| In Schools for Indians. | Teachers for Vernacular. | Trained ... | 29 | 4,676 | 285 | 295 | 44 | 5,329 | 4 | 1,225 | 274 | 267 | 66 | 1,836 | 187 | 36 | 48 | 462 | 45 | 778 | ... | ... | ... | ... | ... | ... | 7,943 | |
| | | Untrained ... | 4 | 1,823 | 454 | 2 123 | 204 | 4,608 | 7 | 222 | 145 | 279 | 39 | 692 | 81 | 17 | 14 | 276 | 53 | 441 | ... | ... | ... | ... | ... | ... | 5,741 | |
| | | Total .. | 33 | 6,499 | 739 | 2,418 | 248 | 9,937 | 11 | 1,447 | 419 | 546 | 105 | 2,528 | 268 | 53 | 62 | 738 | 98 | 1,219 | ... | | ... | ... | ... | ... | 13,684 | |
| | Anglo-vernacular Teachers and Teachers of classical languages. | Trained ... | 10 | 2 | 7 | 21 | 11 | 51 | 3 | 141 | 106 | 124 | 45 | 419 | 305 | 59 | 56 | 542 | 79 | 1,041 | 1 | ... | ... | 10 | 4 | 15 | 1,526 | |
| | | Untrained .. | ... | ... | 6 | 25 | 17 | 48 | 11 | 85 | 56 | 99 | 56 | 307 | 143 | 23 | 21 | 349 | 107 | 643 | 26 | ... | ... | 96 | 52 | 174 | 1,172 | |
| | | Total .. | 10 | 2 | 13 | 46 | 28 | 99 | 14 | 226 | 162 | 223 | 101 | 726 | 448 | 82 | 77 | 891 | 186 | 1,684 | 27 | ... | .. | 106 | 56 | 189 | 2,698 | |
| | | Possessing a degree. | 2 | ... | 1 | 3 | 3 | 9 | 2 | 30 | 19 | 34 | 19 | 104 | 158 | 29 | 29 | 303 | 50 | 569 | 27 | ... | ... | 86 | 53 | 166 | 848 | |
| | | Possessing no degree. | 8 | 2 | 12 | 43 | 25 | 90 | 12 | 196 | 143 | 189 | 82 | 622 | 290 | 53 | 48 | 588 | 136 | 1,115 | ... | ... | ... | 20 | 3 | 23 | 1,850 | |
| | | Total ... | 10 | 2 | 13 | 46 | 28 | 99 | 14 | 226 | 162 | 223 | 101 | 726 | 448 | 82 | 77 | 891 | 186 | 1,684 | 27 | ... | ... | 106 | 56 | 189 | 2,698 | |
| In Schools for Europeans. | | Trained ... | ... | ... | ... | 6 | ... | 6 | ... | ... | ... | 48 | ... | 48 | 30 | ... | ... | 53 | ... | 83 | ... | ... | ... | ... | ... | ... | 137 | |
| | | Untrained ... | ... | ... | ... | 8 | ... | 8 | ... | ... | ... | 23 | ... | 23 | 10 | ... | ... | 25 | ... | 35 | ... | ... | ... | ... | ... | ... | 66 | |
| | | Total ... | ... | ... | ... | 14 | ... | 14 | ... | ... | ... | 71 | ... | 71 | 40 | ... | ... | 78 | ... | 118 | ... | ... | ... | ... | ... | ... | 203 | |
| | | Possessing a degree. | ... | ... | ... | ... | ... | ... | ... | ... | ... | 5 | ... | 5 | 4 | ... | ... | 12 | ... | 16 | ... | ... | ... | ... | ... | ... | 21 | |
| | | Possessing no degree. | ... | ... | ... | 14 | ... | 14 | ... | ... | ... | 66 | ... | 66 | 36 | ... | ... | 66 | ... | 102 | ... | ... | ... | ... | ... | ... | 182 | |
| | | Total ... | ... | ... | ... | 14 | ... | 14 | ... | ... | ... | 71 | ... | 71 | 40 | ... | ... | 78 | ... | 118 | ... | ... | ... | ... | ... | ... | 203 | |
| Grand Total of all Teachers ... | | | 48 | 6,501 | 752 | 2,478 | 276 | 10,050 | 25 | 1,673 | 581 | 840 | 206 | 3,325 | 756 | 135 | 139 | 1,707 | 284 | 3,021 | 27 | ... | ... | 106 | 56 | 189 | 16,585 | |

# GENERAL TABLE X.

## CLASSIFICATIONS OF PUPILS BY DEPARTMENTS IN THE PUNJAB FOR 1917-18.

| | School for General Education. | | | | | | | | | | | Arts Colleges.* | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | I. | II. | III. | IV. | V. | VI. | VII. | VIII. | IX. | X. | Total. | 1st year. | 2nd year. | 3rd year. | 4th year. | 5th year. | 6th year or Post-Graduate Class. | Total. | Grand Total. | Remarks. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20. | 21 |
| Total ... | 157,627 | 68,886 | 53,109 | 42,443 | 36,067 | 17,560 | 13,189 | 9,093 | 6,182 | 4,769 | 408,925 | 1,430 | 1,277 | 714 | 878 | 118 | 91 | 4,508 | 413,433 | |

*In addition there were 113 students in the various departments of the Oriental College, Lahore.

# GENERAL TABLE XI.

## STATEMENT SHOWING PARTICULARS OF MAKTABS, MULLA SCHOOLS AND PATHSHALAS IN THE PUNJAB FOR THE OFFICIAL YEAR 1917-18.

| Particulars. | | Classed in General Table III as "Primary schools." | Classed in General Table III as "Other schools." | Classed in General Table III as "Private Institutions." | TOTAL. |
|---|---|---|---|---|---|
| 1 | | 2 | 3 | 4 | 5 |
| MAKTABS. | | No. | No. | No. | No. |
| 1. Institutions ... ... ... | For boys ... | 1,035 | ... | 632 | 1,667 |
| | For girls ... | 113 | ... | 296 | 409 |
| 2. Pupils ... ... ... | Boys ... | 39,226 | ... | 11,529 | 50,755 |
| | Girls ... | 3,637 | ... | 4,632 | 8,269 |
| | | Rs. | Rs. | Rs. | Rs. |
| 3. Expenditure from provincial funds ... ... | | 2,912 | ... | ... | 2,912 |
| 4. Expenditure from district or local funds ... ... | | 1,27,682 | ... | ... | 1,27,682 |
| 5. Expenditure from municipal funds ... ... | | 14,101 | ... | ... | 14,101 |
| 6. Fees ... ... ... ... ... | | 2,217 | ... | ... | 2,217 |
| 7. Other sources ... ... ... ... | | 20,211 | ... | ... | 20,211 |
| 8. Total expenditure ... ... ... ... | | 1,67,123 | ... | ... | 1,67,123 |
| MULLA SCHOOLS. | | No. | No. | No. | No. |
| 1. Institutions ... ... ... | For boys ... | 2 | ... | 780 | 782 |
| | For girls ... | ... | ... | 402 | 402 |
| 2. Pupils ... ... ... | Boys ... | 67 | ... | 11,749 | 11,816 |
| | Girls ... | ... | ... | 5,767 | 5,767 |
| | | Rs. | Rs. | Rs. | Rs. |
| 3. Expenditure from provincial funds ... ... | | ... | ... | ... | ... |
| 4. Expenditure from district or local funds ... ... | | ... | ... | ... | ... |
| 5. Expenditure from municipal funds ... ... | | 227 | ... | ... | 227 |
| 6. Fees ... ... ... ... ... | | ... | ... | ... | ... |
| 7. Other sources ... ... ... ... | | 120 | ... | ... | 120 |
| 8. Total expenditure ... ... ... ... | | 347 | ... | ... | 347 |
| PATHSHALAS. | | No. | No. | No. | No. |
| 1. Institutions ... ... ... | For boys ... | 207 | ... | 382 | 589 |
| | For girls ... | 53 | ... | 46 | 99 |
| 2. Pupils ... ... ... | Boys ... | 7,368 | ... | 11,299 | 18,667 |
| | Girls ... | 1,519 | ... | 1,162 | 2,681 |
| | | Rs. | Rs. | Rs. | Rs. |
| 3. Expenditure from provincial funds ... ... | | 3,958 | ... | ... | 3,958 |
| 4. Expenditure from district or local funds ... ... | | 18,801 | ... | ... | 18,801 |
| 5. Expenditure from municipal funds ... ... | | 7,755 | ... | ... | 7,755 |
| 6. Fees ... ... ... ... ... | | 1,418 | ... | 400 | 1,818 |
| 7. Other sources ... ... ... ... | | 36,459 | ... | 800 | 37,259 |
| 8. Total expenditure ... ... ... ... | | 68,391 | ... | 1,200 | 69,591 |

## GENERAL TABLE XII.

### PARTICULARS OF VERNACULAR PRIMARY SCHOOLS FOR MALES IN THE PUNJAB FOR THE YEAR ENDING 31st MARCH 1917-18.

| Serial No. | District. | NUMBER OF SCHOOLS. | | | | | | | NUMBER OF SCHOLARS. | | | | | | | Total Expenditure (direct and indirect) on Schools. | | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Under Public Management. | | Under Private Management. | | | | | Under Public Management. | | Under Private Management. | | | | | | | |
| | | | | Aided. | | Unaided. | | | | | Aided. | | Unaided. | | | | | |
| | | Upper. | Lower. | Upper. | Lower. | Upper. | Lower. | Total. | Upper. | Lower. | Upper. | Lower. | Upper. | Lower. | Total. | Under Public Management. | Aided. | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| | | | | | | | | | | | | | | | | Rs. | Rs. | |
| 1 | Hissar ... ... ... ... | 156 | 18 | 12 | ... | 1 | ... | 187 | 4,132 | 682 | 582 | ... | 53 | ... | 5,449 | 49,611 | 4,947 | |
| 2 | Rohtak ... ... ... ... | 123 | 10 | 24 | ... | ... | 4 | 161 | 6,066 | 868 | 995 | ... | ... | 110 | 8,059 | 55,316 | 6,107 | |
| 3 | Gurgaon ... ... ... ... | 113 | 8 | 49 | ... | 19 | ... | 189 | 4,671 | 516 | 1,648 | ... | 532 | ... | 7,367 | 49,449 | 10,040 | |
| 4 | Karnal ... ... ... ... | 102 | 9 | 13 | 7 | ... | 5 | 136 | 3,471 | 401 | 513 | 401 | ... | 1.1 | 4,957 | 38,799 | 5,894 | |
| 5 | Ambala ... ... ... ... | 143 | 4 | 40 | 6 | 21 | ... | 214 | 6,277 | 504 | 1,394 | 506 | 529 | ... | 9,210 | 63,913 | 16,064 | |
| 6 | Simla ... ... ... ... | 7 | 9 | 2 | 1 | ... | ... | 19 | 413 | 201 | 72 | 30 | ... | ... | 716 | 11,820 | 2,254 | |
| | Total ... | 644 | 58 | 140 | 14 | 41 | 9 | 906 | 25,030 | 3,192 | 5,204 | 937 | 1,114 | 281 | 35,758 | 2,68,908 | 45,306 | |
| 7 | Kangra ... ... ... ... | 81 | 16 | 45 | 65 | ... | 11 | 218 | 5,694 | 605 | 1,776 | 1,898 | ... | 304 | 10,277 | 46,964 | 19,585 | |
| 8 | Hoshiarpur ... ... ... ... | 166 | 2 | 88 | ... | 12 | ... | 268 | 11,537 | 134 | 3,563 | ... | 380 | ... | 15 614 | 97,388 | 10,936 | |
| 9 | Jullundur ... ... ... ... | 125 | 3 | 21 | 38 | ... | 6 | 193 | 8,024 | 157 | 691 | 1,539 | ... | 206 | 10,417 | 69,073 | 8,866 | |
| 10 | Ludhiana ... ... ... ... | 86 | 6 | 25 | 2 | ... | 4 | 123 | 5,313 | 273 | 908 | 98 | ... | 122 | 6,714 | 46,945 | 8,928 | |
| 11 | Ferozepore ... ... ... ... | 128 | 29 | 28 | 17 | ... | 2 | 204 | 6,014 | 992 | 1,096 | 511 | ... | 235 | 8,848 | 64,503 | 8,331 | |
| | Total ... | 586 | 56 | 207 | 122 | 12 | 23 | 1,006 | 36,582 | 2,161 | 8,034 | 3,846 | 380 | 867 | 51,870 | 3,24,826 | 51,646 | |

| | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 12 | Lahore | ... | ... | ... | ... | 111 | 10 | 38 | 10 | ... | 9 | 176 | 4,841 | 1,082 | 1,270 | 1,333 | ... | 360 | 8,886 | 47,724 | 21,673 |
| 13 | Amritsar | ... | ... | ... | ... | 101 | 12 | 91 | ... | 5 | ... | 209 | 6,855 | 1,560 | 3,483 | ... | 138 | ... | 11,536 | 57,662 | 13,008 |
| 14 | Gurdaspur | ... | ... | ... | ... | 145 | 45 | 66 | 2 | ... | 11 | 269 | 8,185 | 2,027 | 2,177 | 160 | ... | 387 | 12,936 | 79,388 | 12,491 |
| 15 | Sialkot | ... | ... | ... | ... | 169 | 13 | 95 | 3 | ... | 2 | 282 | 12,890 | 1,337 | 4,346 | 352 | ... | 118 | 19,088 | 90,326 | 16,334 |
| 16 | Gujranwala | ... | ... | ... | ... | 133 | 17 | 51 | 3 | 6 | ... | 216 | 6,084 | 854 | 2,002 | 325 | 136 | ... | 9,401 | 57,129 | 15,250 |
| | | | | Total | ... | 659 | 97 | 339 | 18 | 11 | 22 | 1,146 | 38,355 | 6,860 | 13,278 | 2,170 | 274 | 860 | 61,797 | 3,32,179 | 78,756 |
| 17 | Gujrat | ... | ... | ... | ... | 101 | 2 | 79 | ... | 14 | ... | 196 | 7,860 | 162 | 4,131 | ... | 482 | ... | 12,635 | 49,800 | 12,874 |
| 18 | Shahpur | ... | ... | ... | ... | 148 | 5 | 37 | ... | 9 | 1 | 200 | 5,494 | 313 | 1,245 | ... | 299 | 51 | 7,402 | 44,195 | 5,285 |
| 19 | Jhelum | ... | ... | ... | ... | 67 | 2 | 65 | ... | 4 | ... | 138 | 4,599 | 140 | 3,076 | ... | 132 | ... | 7,947 | 35,085 | 11,447 |
| 20 | Rawalpindi | ... | ... | ... | ... | 93 | 2 | 31 | 3 | 6 | 2 | 137 | 5,846 | 84 | 1,547 | 315 | 231 | 117 | 8,140 | 33,545 | 6,304 |
| 21 | Attock | ... | ... | ... | ... | 68 | 4 | 28 | 1 | 2 | ... | 103 | 3,595 | 306 | 1,177 | 46 | 64 | ... | 5,188 | 33,997 | 3,304 |
| 22 | Mianwali | ... | ... | ... | ... | 68 | 18 | 36 | ... | ... | 1 | 123 | 3,189 | 530 | 1,313 | ... | ... | 22 | 5,054 | 32,212 | 5,229 |
| | | | | Total | ... | 545 | 33 | 276 | 4 | 35 | 4 | 897 | 30,583 | 1,535 | 12,489 | 361 | 1,208 | 190 | 46,366 | 2,28,834 | 44,443 |
| 23 | Montgomery | ... | ... | ... | ... | 90 | 24 | 2 | 2 | ... | 1 | 119 | 2,528 | 746 | 112 | 66 | ... | 44 | 3,496 | 36,289 | 887 |
| 24 | Lyallpur | ... | ... | ... | ... | 266 | 25 | 22 | 9 | ... | ... | 322 | 9,897 | 988 | 874 | 448 | ... | ... | 12,207 | 90,835 | 7,846 |
| 25 | Jhang | ... | ... | ... | ... | 94 | 4 | 51 | ... | ... | ... | 149 | 3,685 | 178 | 2,063 | ... | ... | ... | 5,926 | 36,253 | 7,602 |
| 26 | Multan | ... | ... | ... | ... | 104 | 38 | 35 | 6 | ... | ... | 183 | 4,572 | 1,539 | 1,395 | 395 | ... | ... | 7,901 | 52,938 | 7,677 |
| 27 | Muzaffargarh | ... | ... | ... | ... | 72 | 32 | 37 | 2 | 6 | ... | 149 | 2,389 | 593 | 1,182 | 244 | 150 | ... | 4,558 | 30,190 | 6,087 |
| 28 | Dera Ghazi Khan | ... | ... | ... | ... | 88 | 2 | 45 | ... | ... | 1 | 136 | 3,470 | 109 | 1,769 | ... | ... | 20 | 5,368 | 32,427 | 7,286 |
| | | | | Total | ... | 714 | 125 | 192 | 19 | 6 | 2 | 1,058 | 26,541 | 4,153 | 7,395 | 1,153 | 150 | 64 | 39,456 | 2,78,932 | 37,335 |
| | | | | Grand Total | ... | 3,148 | 369 | 1,154 | 177 | 105 | 60 | 5,013 | 157,091 | 17,901 | 46,400 | 8,467 | 3,126 | 2,262 | 2,35,247 | 14,33,679 | 2,57,486 |

## GENERAL TABLE XII—CONCLUDED.

### PARTICULARS OF VERNACULAR PRIMARY SCHOOLS FOR FEMALES IN THE PUNJAB FOR THE YEAR ENDING 31st MARCH 1917-18.

| Serial No. | District. | NUMBER OF SCHOOLS. | | | | | | | NUMBER OF SCHOLARS. | | | | | | | Total Expenditure (direct and indirect) on Schools. | | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Under Public Management. | | Under Private Management. | | | | | Under Public Management. | | Under Private Management. | | | | | | | |
| | | | | Aided. | | Unaided. | | | | | Aided. | | Unaided. | | | | | |
| | | Upper. | Lower. | Upper. | Lower. | Upper. | Lower. | Total. | Upper. | Lower. | Upper. | Lower. | Upper. | Lower. | Total. | Under Public Management. | Aided. | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| | | | | | | | | | | | | | | | | Rs. | Rs. | |
| 1 | Hissar | 20 | ... | 2 | ... | ... | ... | 22 | 533 | ... | 43 | ... | ... | ... | 576 | 6,353 | 529 | |
| 2 | Rohtak | 29 | ... | 1 | ... | 2 | ... | 32 | 896 | ... | 32 | ... | 70 | ... | 998 | 11,677 | 1,244 | |
| 3 | Gurgaon | 17 | ... | 5 | ... | 3 | ... | 25 | 406 | ... | 166 | ... | 90 | ... | 662 | 5,577 | 12,840 | |
| 4 | Karnal | 18 | ... | 4 | ... | ... | ... | 22 | 616 | ... | 103 | ... | ... | ... | 719 | 6,278 | 724 | |
| 5 | Ambala | 12 | ... | 14 | ... | 2 | ... | 28 | 372 | ... | 585 | ... | 76 | ... | 1,033 | 4,462 | 10,531 | |
| 6 | Simla | 1 | ... | 4 | ... | 1 | ... | 6 | 31 | ... | 121 | ... | 17 | ... | 169 | 675 | 4,315 | |
| | Total | 97 | ... | 30 | ... | 8 | ... | 135 | 2,854 | ... | 1,050 | ... | 253 | ... | 4,157 | 35,022 | 30,183 | |
| 7 | Kangra | 13 | 1 | 5 | 11 | ... | 1 | 31 | 590 | 28 | 120 | 218 | ... | 31 | 987 | 6,539 | 2,763 | |
| 8 | Hoshiarpur | 19 | ... | 13 | ... | ... | 1 | 33 | 866 | ... | 421 | ... | ... | 18 | 1,305 | 9,297 | 7,468 | |
| 9 | Jullundur | 37 | ... | 8 | 6 | ... | ... | 51 | 1,685 | ... | 482 | 191 | ... | ... | 2,358 | 17,142 | 6,342 | |
| 10 | Ludhiana | 19 | 7 | 11 | ... | 2 | ... | 39 | 660 | 351 | 511 | ... | 41 | ... | 1,563 | 10,051 | 28,174 | |
| 11 | Ferozepore | 26 | 4 | 12 | 4 | 2 | ... | 48 | 1,192 | 105 | 522 | 131 | 79 | ... | 2,029 | 14,255 | 10,582 | |
| | Total | 114 | 12 | 49 | 21 | 4 | 2 | 202 | 4,993 | 484 | 2,056 | 540 | 120 | 49 | 8,242 | 57,284 | 50,279 | |

| | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 12 | Lahore | | | | | 17 | | 29 | | 2 | | 48 | 917 | | 1,895 | | 58 | | 2,370 | 15,254 | 23,978 |
| 13 | Amritsar | | | | | 11 | 26 | 16 | | | 2 | 55 | 542 | 1,596 | 1,335 | | | 62 | 3,535 | 15,914 | 16,755 |
| 14 | Gurdaspur | | | | | 23 | | 9 | | 2 | 4 | 38 | 907 | | 401 | | 83 | 161 | 1,552 | 9,439 | 2,084 |
| 15 | Sialkot | | | | | 73 | | 5 | | | | 78 | 2,746 | | 365 | | | | 3,111 | 26,308 | 7,944 |
| 16 | Gujranwala | | | | | 23 | 8 | 14 | | | | 45 | 1,297 | 566 | 1,035 | | | | 2,898 | 17,338 | 15,662 |
| | | | | Total | | 147 | 34 | 73 | | 4 | 6 | 264 | 6,409 | 2,162 | 4,531 | | 141 | 223 | 13,466 | 84,253 | 66,423 |
| 17 | Gujrat | | | | | 21 | | 16 | | | 1 | 38 | 791 | | 1,078 | | | 27 | 1,896 | 11,636 | 7,208 |
| 18 | Shahpur | | | | | 19 | 2 | 8 | | 5 | | 34 | 1,050 | 54 | 511 | | 293 | | 1,908 | 9,330 | 3,529 |
| 19 | Jhelum | | | | | 17 | | 16 | | 1 | 2 | 36 | 553 | | 701 | | 88 | 64 | 1,406 | 4,849 | 4,639 |
| 20 | Rawalpindi | | | | | 28 | | 13 | | 1 | | 42 | 1,309 | | 500 | | 64 | | 1,873 | 10,077 | 2,775 |
| 21 | Attock | | | | | 15 | | 12 | | 2 | | 29 | 587 | | 549 | | 61 | | 1,197 | 5,060 | 3,436 |
| 22 | Mianwali | | | | | 7 | | 10 | 1 | | 1 | 19 | 247 | | 310 | 45 | | 38 | 640 | 2,452 | 1,582 |
| | | | | Total | | 107 | 2 | 75 | 1 | 9 | 4 | 198 | 4,537 | 54 | 3,649 | 45 | 506 | 129 | 8,920 | 43,404 | 23,169 |
| 23 | Montgomery | | | | | 11 | | 4 | 3 | | | 18 | 414 | | 217 | 94 | | | 725 | 4,834 | 3,745 |
| 24 | Lyallpur | | | | | 12 | | 6 | 5 | | | 23 | 552 | | 492 | 136 | | | 1,180 | 6,478 | 4,949 |
| 25 | Jhang | | | | | 15 | | 2 | 7 | | | 24 | 1,202 | | 211 | 225 | | | 1,638 | 9,442 | 2,778 |
| 26 | Multan | | | | | 19 | 7 | 5 | | | | 31 | 643 | 423 | 333 | | | | 1,399 | 14,053 | 3,078 |
| 27 | Muzaffargarh | | | | | 18 | | 5 | | | | 23 | 568 | | 120 | | | | 688 | 5,912 | 650 |
| 28 | Dera Ghazi Khan | | | | | 23 | 5 | 4 | | | | 32 | 1,035 | 93 | 301 | | | | 1,429 | 10,281 | 1,733 |
| | | | | Total | | 98 | 12 | 26 | 15 | | | 151 | 4,414 | 516 | 1,674 | 455 | | | 7,059 | 51,000 | 16,933 |
| | | | | Grand Total | | 563 | 60 | 253 | 37 | 25 | 12 | 950 | 23,207 | 3,216 | 12,960 | 1,040 | 1,020 | 401 | 41,844 | 2,70,963 | 1,56,987 |



128 DPI—401—26-10-18—SGPP Lahore.

# Report on the Progress of Education in the Punjab for the year 1918-19.

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# REPORT

ON THE PROGRESS OF

# EDUCATION

IN THE

# PUNJAB

FOR THE YEAR

## 1918-19.

**Lahore :**

PRINTED BY THE SUPERINTENDENT, GOVERNMENT PRINTING, PUNJAB.

1919.

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*Proceedings of His Honour the Lieutenant-Governor, Punjab, in the Home (General) Department, No. 27035, dated 5th December 1919.*

READ—

The Report of the Director of Public Instruction, Punjab, for the year ending 31st March 1919.

REMARKS.—The year 1918-19 is chiefly remarkable for a number of important changes in the educational system of the Province. The expansion of vernacular education in rural areas and the improvement in the pay of the teaching staff, the passing of the Punjab Primary Education Act, the introduction of agricultural teaching in Middle and High schools, and the revision of the lower secondary school courses are some of the chief features of the year under review. The number of educational institutions in the Province increased by 125 and the attendance by nearly 11,600. The total expenditure on all kinds of public instruction advanced by more than 9¼ lakhs of rupees to nearly 1¼ crores of which more than 56½ lakhs were contributed directly or indirectly by Government, *viz.*, 37 lakhs from Provincial and 19½ lakhs from Imperial funds, the proportion of the expenditure raised from fees being 23 per cent.

2. In the last review the Lieutenant-Governor had an opportunity of referring to the vigorous forward policy adopted by Government in the matter of vernacular education. It was then declared that the aim of Government was the establishment of District Board schools at every centre where an average attendance of not less than 50 children may be expected, the minimum distance between two Board schools by the nearest route being provisionally fixed at 2 miles to avoid overlapping. Reference was also made in that review to the preparation of five-year programmes by each Board on the basis of its financial capacity. The survey is now complete and the programmes have been finally drawn up. The total recurring charges (which also provide for improved pay and prospects for teachers) for the whole Province will in the fifth year exceed 12 lakhs while the aggregate capital expenditure on equipment and buildings is estimated at more than 50 lakhs. The fulfilment of these programmes without the help of Government was an impossibility and Government has pledged itself to meet a fixed proportion of the cost of each approved scheme. In determining the proportion of the recurring expenditure payable by Government to each Board, the financial condition of the Board and its power to augment its resources have been taken into consideration in addition to the war services which may have established a special claim for Government support. The grants vary from 50 per cent. in prosperous districts like Lahore and Lyallpur to cent. per cent. in the districts of Jhelum and Rawalpindi which, besides being comparatively poor, rendered exceptional services during the War. Government also undertook to meet half (and in some cases three-fourths) of the expenditure on building and equipment and set aside for this purpose Rs. 2 lakhs annually for the next five years. Sir Edward Maclagan while recognising the practical difficulties in the way of embarking on any large building schemes at the present time trusts that every endeavour will be made by the Boards to carry out the five-year programme continuously from year to year.

3. The Punjab Primary Education Act embodies the principle of compulsory education by local option. The conditions of compulsory education described in Part II of the Act come into force only when a local body has agreed by a two-thirds majority to introduce compulsory education in any part of the area under its control and when Government has approved of its proposals. When education is made compulsory, some provision is necessary for the remission of fees of those children who but for the Act would not have joined the school. In rural areas the majority of boys who receive instruction attend the Board Primary schools and the remission of fees presents no difficulty. But the case is different in municipal areas where nearly four-fifths of the scholars attend schools under private management which cannot afford to dispense with their fee income. The problem was

solved by providing that the local body which introduces compulsion shall charge no fees in any school maintained by itself and, if required, shall pay to the managers the whole or part of any fees of those boys who prefer to attend recognised private schools. The Lieutenant-Governor hopes that every possible advantage will be taken of the Act, the principles of which have met with such wide approval in the Province. A definite advance has been made since the conclusion of the year under report in the shape of an application for the extension of the Act to the Multan Municipality.

4. Another prominent feature of the year's progress was the attention given to agricultural education. In accordance with the recommendations of Provincial Conferences held to consider this important subject the Local Government decided that while the practical and technical teaching of agriculture should not be introduced until the secondary stage, nature study should form an essential part of the teaching in primary school. Students of vernacular middle schools are largely drawn from the agricultural community and, consequently, instruction in agriculture can be most profitably imparted in these schools and may even be made compulsory if deemed advisable. On the other hand in Anglo-vernacular middle schools the majority of students have no interest in agriculture as a profession and all that is practicable is to convert the present science teaching into a teaching in agricultural science. In high schools agriculture must of necessity be an optional subject in which theoretical and practical teaching are equally essential. In order to meet the heavy expenditure that will be incurred in the purchase of land, bullocks, implements, etc., the Government of India has sanctioned a grant from Imperial Revenues of Rs. 4,69,000. It is not possible at present to give effect to this scheme in its entirety owing to the dearth of qualified teachers: but it has been arranged that for the Middle Department selected Junior Anglo-vernacular teachers should undergo a course of agricultural science at the new Training College at Lyallpur, while in the High Department the instructors will be graduates of the Agricultural College who have undergone a training in practical pedagogy.

5. A further development of special interest is the revision of the school courses to which Mr. Richey has drawn special attention in his report. The standard primary school has been reduced from five to four classes and where primary schools are large and adequately staffed they will become lower middle schools by the addition of a fifth and sixth class. Arrangements will at the same time be made for the optional introduction of English in vernacular middle schools and for the postponement of English in Government and Board schools to the Middle Department. This series of changes represents a bold experiment in reconstitution and although its results cannot be fully appreciated for some years it promises to achieve the solution of a number of the difficulties which have hitherto attended the progress from primary to secondary education and the relation between the Middle Department and the teaching of English.

6. The institution of the Diploma of Commerce by the Punjab University makes special provision for students desirous of entering on a commercial career. The post-matriculate commercial class which was opened last year at Amritsar has been transferred to Lahore with a view to forming the nucleus of a Government institution. The Lieutenant-Governor is glad to learn of the continued success which has attended the establishment of this class.

7. The opening of an Intermediate Arts College at Jullundur under the management of the D. A.-V. College authorities brought the total number of such colleges to 13. The Government College at Lahore besides securing the very high pass percentage of 70 in all examinations combined and winning three-fourths of the special prizes and medals awarded by the University did not abate its activities in other directions. The War News Association in particular continued to do useful work under the presidentship of Mr. Hemmy. It is gratifying to learn that the colleges under private management are extending their teaching and hostel accommodation. The special grant of Rs. 3,00,000 made by Government to the Khalsa College, Amritsar, in commemoration of the services rendered by the Sikh community during the war, will enable the authorities to complete the college building and undertake various necessary extensions.

Although the number of students in the Arts Colleges in the year under review fell slightly by 51 to 4,570, there is no doubt that the increasing demand for college education will persist. Apart from this consideration, the proposal which is now pending with the Government of India to open two new Intermediate Government Colleges at Multan and Ludhiana can be justified in view of the necessity for relieving the pressure at Lahore and providing intermediate education to students nearer to their homes. The establishment of these colleges will also go far towards meeting the recommendations in respect of the separation of intermediate education which have been made by the Calcutta University Commission. His Honour will watch with interest the results of this new scheme.

The institution of the Matriculation and School Leaving Certificate Examination and the introduction of a system of Honours Schools in the University though they were matured during the year under report did not actually eventuate till after its conclusion. It may, however, be permitted to note with satisfaction that the long discussions in respect of the Matriculation Examination have at last been brought to a conclusion and that the University has now provided a course of studies which will afford to students of exceptional ability an adequate scope for their talents and which will also, it is hoped, tend to raise the general level of institutions in the University at large.

8. Although the number of girls' schools increased only by 5, the number of students rose by 2,768 to 54,675. A conference on the education of girls was held in February 1919 which submitted a number of valuable proposals for improving and extending education, and an important resolution has since the conclusion of the year under report, been published by the Government of India on the same subject. The demand for the education of girls appears to be gradually increasing and it is for loca bodies and Government to meet and encourage the demand so far as possible by the supply of teachers and the provision of funds. Now that four new normal schools for women have been started in Rawalpindi, Multan, Ludhiana and Sialkot it is hoped that the difficulties regarding the supply of trained teachers will be much diminished, but the obstacle occasioned by the want of funds still remains. Local bodies have nearly exhausted their resources in trying to cope with boys' education and the demands on the Government in connection more especially with the increased pay of establishments are such as to curtail seriously the possibilities of help from Government, so that unless new sources of revenue can be tapped it is difficult to see how any great progress can be made in the primary education of girls. The subject has been specially examined by the Education Sub-Committee of the Legislative Council and is now under consideration.

The demand for College Education is at the same time making itself felt and it is hoped that the authorities of the Kinnaird College which is the only collegiate institution for women in the Province will be able to make satisfactory arrangements for housing accommodation. Sir Edward Maclagan is glad to notice the popularity gained by Miss Graham's lessons on cookery and laundry work and will consider favourably any proposal that may be submitted to put these courses on a permanent basis.

9. The year was one of steady progress in professional and technical education. The numbers of students in the Law and Medical Colleges continued to rise. A new department was opened in the Mayo School of Arts for the training of architectural draftsmen under the immediate superintendence of Mr Sullivan, the Consulting Architect to Government. A school for the training of disabled soldiers in oil-engine and motor work was opened in connection with the railway technical school and is doing well. The revised scheme for the organisation of the industrial schools in the Punjab which has been adopted with the approval of all local bodies interested, aims at imparting technical and industrial education on a more satisfactory basis. The pitfalls of the past have been avoided and the course of instruction has been devised so as to provide equal facilities for children both of artisans and non-artisans. To fulfil the legitimate desire of sons of artisans who get their craft training at home and who may wish to acquire in school only a general grounding in drawing and general subjects, the primary

schools have been divided into two sessions, drawing and general subjects being kept apart from manual training. In the middle industrial schools provision will be made for specialised training, chiefly in wood work and metal work with so much mathematics, drawing, etc., as may be directly useful for an artisan. The final stage is that of special craft schools where instruction could be imparted in more advanced craft work, such as metal turning, fitter's work and higher class cabinet work. One such school will be the carpentry school at Jullundur for which the Government of India has sanctioned a grant of Rs. 1,50,000.

10. The year showed further progress in the training of teachers. The policy of placing normal school in suitable surroundings is being steadily pursued and the applications for entry to the Central Training College continue largely to exceed the number of vacancies. The retirement since the close of the year of Mr. Knowlton, the Principal of the Central Training College, has deprived the Province of a useful and successful educationist of a high order. The Province has also lost another valuable public servant in Mr. Marlborough Crosse, Inspector of Schools, who proceeded on 6 months' leave in October 1918 preparatory to retirement.

During the year the Subordinate Educational Service was divided into two branches, the Anglo-Vernacular and the Classical and Vernacular Sections, with material improvement of pay and prospects.

11. The Lieutenant-Governor has read with some concern Mr. Richey's remarks on the education of Europeans. The sphere of recruitment of masters for boys' school is still limited, and it is hoped that due use will be made of the improved facilities for training which will now be provided at Sanawar. The fact that a very small number of Anglo-Indian pupils pursue their studies after leaving school and the entire absence of boys of this community in any of the professional colleges are subjects for regret and emphasise the need for the new hostel at Lahore, which is being promoted by the Reverend O. Younghusband. It is a matter of satisfaction that the Lawrence Military Asylum, Sanawar (now placed under control of the Military authorities) and the Lawrence School, Ghoragali, continue to maintain a high level of efficiency and that the Bishop Cotton School at Simla has made a fresh start under promising circumstances.

The Muhammadans who are numerically the strongest community in the Province are still backward in collegiate education. Their number in the Law and Medical Colleges is only 112 as against 606 Hindus and 101 Sikhs, but their progress both in primary and secondary education in the Ráwalpindi and Múltán Divisions is a happy augury for the future. The Sikhs generally are also showing steady development. Their number in primary and secondary schools has increased by nearly 1,600 to over 51,700.

12. The year has been one of exceptional educational activity, marked by a number of important reforms in administration and procedure. The report bears evidence to the intelligence and zealous manner in which new problems connected with education are being handled by the officers of the Education Department and the thanks of the Lieutenant-Governor are due to Mr. J. A. Richey for his efficient administration of the department during the year under review and for an interesting and comprehensive report.

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ORDER.—Ordered that the above remarks be printed and circulated with the report; also that they be published in the *Punjab Government Gazette*, and be forwarded to the Director of Public Instruction, Punjab, for information, and also that they be submitted to the Government of India, in the Department of Education, with copies of the report.

By order of His Honour the Lieutenant-Governor of the Punjab,

L. FRENCH,

*Joint Chief Secretary to Government, Punjab.*

1708 CS—450—8-12-19—SGPP Lahore.

# Report

ON THE PROGRESS OF

# Education in the Punjab

FOR THE YEAR

# 1918-19.

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## CHAPTER I.

### General.

1. The year under review though not marked by any large increase in the numbers of schools and scholars has seen a number of important changes introduced in the educational system of the Province. In order to restrict the length of this report the expedient has been adopted of printing the circulars embodying three of the most important changes as appendices, but even with this device it would have been impossible without omitting much that is of interest to reduce the report to the length of that for 1917-18 in which few new developments were recorded.

2. A reference to the table below will show that the number of public institutions increased by 125 and of scholars attending them by 11,584. This increase is satisfactory when compared with the figures for 1917-18, but there is no doubt that it would have been much greater but for the outbreak of influenza which occurred in the autumn and which not only reduced considerably the attendance at existing schools but interfered seriously with the programmes of expansion which were just being initiated. On the other hand the figures under Primary schools do not give District Boards full credit for their activities. Actually 338 new board primary schools were started, but a large number of these replaced inefficient aided institutions. The decrease in the number of private institutions is not a matter for regret as these schools are of little educational value. It is satisfactory to note the increased expenditure on nearly all classes of schools, representing for the most part improvements in the pay of the teaching staff. Numbers.

*General statistics for British territory in the Punjab for the year* 1918-19.

| | Number of Institutions. | | | | Number of Scholars. | | | | Expenditure. | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1918-1919. | 1917-1918. | Increase. | Decrease. | 1918-1919. | 1917-1918. | Increase. | Decrease. | 1918-1919. | 1917-1918. | Increase. | Decrease. |
| PUBLIC INSTITUTIONS. | | | | | | | | | Rs. | Rs. | Rs. | Rs. |
| For Males. | | | | | | | | | | | | |
| Arts Colleges — English ... | 11 | 10 | 1 | " | 4,429 | 4,484 | ... | 55 | 6,72,738 | 6,35,834 | 36,904 | ... |
| Arts Colleges — Oriental ... | 1 | 1 | ... | ... | 111 | 113 | ... | 2 | 28,468 | 29,259 | ... | 791 |
| Professional Colleges — Law College ... | 1 | 1 | ... | ... | 495 | 437 | 58 | ... | 31,422 | 27,308 | 4,114 | ... |
| Professional Colleges — Medical ,, ... | 1 | 1 | ... | ... | 324 | 289 | 35 | ... | 1,51,949 | 1,51,771 | 178 | ... |
| Professional Colleges — Agricultural ,, ... | 1 | 1 | ... | ... | 159 | 112 | 47 | ... | 79,139 | 72,363 | 6,776 | ... |
| Professional Colleges — Veterinary ,, ... | 1 | 1 | ... | ... | 212 | 218 | ... | 6 | 1,07,089 | 1,01,681 | 5,408 | ... |
| Professional Colleges — Teaching ,, ... | 2 | 2 | ... | ... | 271 | 281 | ... | 10 | 1,17,299 | 1,09,831 | 7,468 | ... |
| High Schools ... | 157 | 143 | 14 | ... | 59,125 | 55,235 | 3,890 | ... | 23,04,301 | 21,19,632 | 1,84,669 | ... |
| Middle Schools ... | 305 | 291 | 14 | ... | 57,335 | 56,542 | 793 | ... | 11,13,054 | 10,22,728 | 90,326 | ... |
| Total Secondary Schools | 462 | 434 | 28 | ... | 1,16,460 | 111,777 | 4,683 | ... | 34,17,355 | 31,42,360 | 2,74,995 | ... |
| Primary Schools ... | 5,172 | 5,084 | 88 | ... | 246,771 | 243,345 | 3,426 | ... | 18,89,396 | 17,01,552 | 1,87,844 | ... |
| Total Schools for General Education. | 5,634 | 5,518 | 116 | ... | 363,231 | 355,122 | 8,109 | ... | 53,06,751 | 48,43,912 | 4,62,839 | ... |
| Institutions for Special Instruction. | 57 | 51 | 6 | ... | 4,765 | 4,206 | 559 | ... | 4,27,180 | 4,13,763 | 13,417 | ... |
| Total Institutions for General Education and for Special Instruction. | 5,709 | 5,586 | 123 | ... | 373,997 | 365,262 | 8,735 | ... | 69,22,035 | 63,85,722 | 5,36,313 | ... |
| For Females. | | | | | | | | | | | | |
| Arts Colleges ... | 1 | 1 | ... | ... | 30 | 24 | 6 | ... | 12,879 | 7,144 | 5,735 | ... |
| Professional Colleges ... | 1 | 1 | ... | .. | 29 | 33 | ... | 4 | 17,269 | 20,099 | ... | 2,830 |
| High Schools ... | 18 | 18 | ... | ... | 2,938 | 2,730 | 208 | ... | 2,76,215 | 2,49,147 | ... | 72,932 |
| Middle Schools ... | 71 | 62 | 9 | ... | 10,807 | 8,829 | 1,978 | ... | 2,56,442 | 2,04,502 | 51,940 | ... |
| Total Secondary Schools | 89 | 80 | 9 | ... | 13,745 | 11,559 | 2,186 | ... | 5,32,657 | 5,53,649 | ... | 20,992 |
| Primary Schools ... | 951 | 954 | ... | 3 | 42,919 | 42,244 | 675 | ... | 4,25,543 | 4,04,801 | 20,742 | ... |
| Total Schools for General Education. | 1,040 | 1,034 | 6 | ... | 56,664 | 53,803 | 2,861 | ... | 9,58,200 | 9,53,450 | ... | 250 |
| Institutions for Special Instruction. | 16 | 20 | ... | 4 | 908 | 922 | ... | 14 | 1,17,114 | 1,44,795 | ... | 27,681 |
| Total Institutions for General Education and for Special Instruction. | 1,056 | 1,056 | 2 | ... | 57,631 | 54,783 | 2,849 | ... | 11,05,462 | 11,30,488 | ... | 25,026 |
| Total Public Institutions for males and females. | 6,767 | 6,642 | 125 | ... | 431,628 | 420,044 | 11,584 | ... | 80,27,497 | 75,16,210 | 5,11,287 | ... |
| PRIVATE INSTITUTIONS. | | | | | | | | | | | | |
| For males ... | 1,529 | 1,838 | ... | 309 | 33,946 | 36,632 | ... | 2,686 | ... | ... | ... | ... |
| For females ... | 669 | 761 | ... | 92 | 11,626 | 12,163 | ... | 537 | ... | ... | ... | ... |
| Total males and females ... | 2,198 | 2,599 | ... | 401 | 45,572 | 48,795 | ... | 3,223 | ... | ... | ... | ... |
| Grand Total of Institutions, Public and Private. | 8,965 | 9,241 | ... | 276 | 477,200 | 468,839 | 8,361 | ... | ... | ... | ... | ... |
| Scholarships ... | ... | ... | ... | ... | ... | ... | ... | ... | 3,96,272 | 3,98,658 | ... | 2,386 |
| Other charges ... | ... | ... | ... | ... | ... | ... | ... | ... | 39,78,417 | 35,57,984 | 4,20,433 | ... |
| Grand Total of Expenditure | ... | ... | ... | ... | ... | ... | ... | ... | 1,24,02,186 | 1,14,72,852 | 9,29,334 | ... |

General.

3. For the convenience of the general reader it is usual to enumerate in this chapter the more important developments introduced during the year. The following list includes only those measures which have some general effect on the educational system of the Punjab:—

(*a*) *Primary education*—

(*i*) The scheme for the expansion of vernacular education in rural areas to which a reference is made in paragraph 26 of last year's report, was brought into effect by the issue of the circular in August 1918, a copy of which will be found in Appendix A. (See also paragraph 29 *infra*.)

(*ii*) The Punjab Primary Education Act of 1919 was passed by the Legislative Council (see paragraph 34).

(*b*) *Secondary education*—

(*i*) Regulations for the institution of a Matriculation and School Leaving Certificate examination were framed by the Punjab University (paragraph 21).

(*ii*) A comprehensive scheme for the introduction of agricultural teaching in Middle and High schools was approved by the Local Government and a non-recurring grant of Rs 4,69,000 was received from the Government of India to cover initial expenses. A description of it will be found in Appendix B.

(*iii*) A system of manual training centres for High schools was instituted (paragraph 19).

(*iv*) Rules were framed under the Land Acquisition Act for the purchase of land for schools under private management (paragraph 25).

(*v*) Standard provident fund rules for aided schools were drawn up and a system of special grants from provincial revenues sanctioned to encourage the acceptance of the new rules (paragraph 26).

(*vi*) The Subordinate Educational Service was revised, the service being divided into two sections, one for English masters and the junior inspecting staff, one for classical and vernacular teachers (paragraph 23).

(*vii*) The revision of the school courses, involving the postponement of the teaching of English to the 5th class and the introduction of optional English into vernacular middle schools, is dealt with in paragraph 4.

(*c*) *Collegiate education*—

(*i*) Proposals were submitted to the Government of India for the opening of two Government Intermediate Colleges at Multan and Ambala (paragraph 9).

(*ii*) Regulations for the establishment of Honours schools were passed by the Punjab University (paragraph 10).

(*d*) *Training and inspection*—

(*i*) Sanction for the strengthening of the staff of the Central Training College by the addition of three new posts in the Indian Educational Service and four new posts in the Provincial Educational Service was received from the Secretary of State (paragraph 38). This will enable the College to increase the output of trained secondary teachers.

(*ii*) Four new Normal Schools for Women were opened (paragraph 37).

(*iii*) A training class for teachers of agriculture was opened at Lyallpur (paragraph 40).

(*iv*) An Inspectress of Domestic Science was appointed (paragraph 5).

(*e*) *Technical education*—

(*i*) An account of the revised scheme for industrial schools will be found in Appendix C.

(*ii*) A diploma of commerce was instituted by the University (paragraph 46).

4. One of the most important changes, affecting both primary and secondary education (and therefore not appearing under either head in the report) may conveniently be described here.

During the course of the year a note prepared by me on the school courses was circulated by Government to all local bodies, leading associations, &c., for opinion. The proposals met with general acceptance and were brought into force on April 1st of the present year. They effect important alterations in the educational system of the Province and are as follows :—

(*a*) School classes will be numbered in future from I to X. (This is in accordance with the recommendations of the Directors' Conference of 1917).

(*b*) Classes I-IV will form the primary department, V-VIII the middle department, and IX and X the high department.

(*c*) The foregoing change involves the reduction of the standard Primary school from five to four classes. It was criticised (but not by local bodies or those conversant with the conditions of rural education) as reducing the standard of instruction in village schools. As a matter of fact about one-third of our rural schools did not teach above the 3rd primary standard and these will now add a fourth year to their course. Of the remainder nearly half were single teacher schools, and it was the unsuccessful attempt of single teachers to cope with five classes that was largely responsible for the stagnation of pupils in the first two classes and for the other unsatisfactory features of our primary schools described in the Quinquennial Report of 1917. In future no teacher will be entrusted with more than four classes or forty pupils.

The distinction between Upper and Lower Primary schools and the term elementary school is abolished; there will be one standard Primary school containing four classes in future. It will be noticed that the new Primary school provides exactly the minimum education that may be prescribed under the new Compulsory Education Act.

(*d*) But while these changes improve the condition of the ordinary village school the opportunity was also taken to raise the standard of education in rural areas by the institution of a new class of school, the Lower Middle school, formed by addition of the 5th and 6th (middle) classes to all large adequately staffed primary schools. This class of school is likely to become popular, and many such schools will no doubt ultimately develop into full Middle schools.

(*e*) Permission has also been given for the introduction of optional English in vernacular middle schools where the parents are ready to provide the initial cost, *i.e.*, for accommodation, equipment, library, etc. Full Anglo-vernacular fees are charged from the boys taking optional English. Reports show that this innovation has been widely appreciated. It is hoped that the ultimate effect of this change will be to produce one uniform type of Middle school. Meanwhile the problem

referred to in paragraph 31 of the Quinquennial Report, *i.e.*, the gradual conversion of vernacular into Anglo-vernacular Middle schools to the detriment of the interests of the poorer classes of scholars, has been solved by this expedient.

(*f*) Another important concomitant change is the postponement of the teaching of English to the middle department, *i.e.*, the fifth class, in all Government and Board schools. This step has been taken in order to overcome the handicap from which rural boys suffered in the matter of secondary education. Hitherto English has been commenced in the fourth primary class with the result that boys starting their education in a vernacular school (as the majority of boys must do) had to spend an extra year, when going on to Anglo-vernacular school, in a 'Junior Special Class' learning the English which their more fortunate fellow pupils had learnt in the 4th and 5th classes.

Under the new arrangement there is a uniform school course for all boys from the primary school to the University and a rural boy completing the primary or 4th standard course in a village school joins the middle department of a high school on level terms with a town boy.

In order to allow for schools catering for the more highly educated classes latitude has been left to schools under private management to commence English at an earlier stage if they desire to do so. In spite of this provision the change met with some opposition, the principal argument of the critics being a probable deterioration in the standard of matriculation English. But in view of the better grounding in the vernacular provided in the Primary school by the elimination of English additional periods are available for this subject in the middle department, and educational experience everywhere has shown that a shorter concentrated study of a foreign language produces better results than a longer less intensive course.

There is incidentally a saving in school fees to parents under the new arrangement and in the cost of English staff to school managers. It is satisfactory to find that a large number of aided schools have at once adopted the revised scheme.

The effect of these changes will not be visible for some years, but they cannot but result in improved efficiency in our rural primary schools and a large ultimate increase in the number of rural boys (and 90 per cent. of the population of the Province is rural) who proceed to a secondary school.

## CHAPTER II.

### Controlling Agencies.

Punjab Education Department.

5. An Assistant Director of Public Instruction, Mr. J. H. Towle, late Principal of the M. A.-O. College, Aligarh, was appointed on March 12th; but owing to the shortage of inspecting officers he has had to undertake also the duties of Inspector of European Schools.

There were several changes in the Senior inspecting staff of the Education Department last year. Mr. M. Crosse, Inspector of Schools, Lahore, proceeded on six months' leave in October, 1918, preparatory to retirement. Mr. Crosse had served in the Province for about 19 years, during 18 years of which he had been in charge of the Lahore Division. His work as an Inspector was marked by a thorough knowledge of the conditions of the secondary schools under his charge, a keen and sympathetic interest in their improvement and by special skill and enthusiasm in the introduction of the direct method of teaching English. His place was taken by Mr. W. T. Wright of the Jullundur Division, the latter charge being assigned to Sardar Sahib Bhai Bishen Singh. The services of Sardar Sahib Bhai Hari Singh, Inspector of the Multan Division, an officer of tried experience, were recognised by his appointment to the Indian Educational Service with effect from 7th November, 1918, and by the award of the title of Sardar Bahadur.

The vacant Inspectorship in the Provincial Educational Service was filled by the promotion of Lala Ratan Lal, Assistant Inspector for Science.

Mr. H. T. Knowlton, Principal of the Central Training College, was transferred to the inspectorship of the Ambala Division, his place being taken by Mr. H. C. Wyatt, Inspector of the Rawalpindi Division, the charge of which was assumed by S. Maqbul Shah.

The Central Training College also lost the services by retirement of Rai Bahadur Lala Sundar Das Suri, an officer with long experience of inspection and training, and whose work in various capacities has been of great value to the Department.

The vacant Assistant Inspectorship was filled by the promotion of M. Mohsin Mirza to Multan.

The Assistant Inspectorship of schools in Baluchistan was brought on the Punjab Cadre, with a view to allowing the officer at present working in that Province opportunities for gaining a wider experience by occasional periods of inspection work in the Punjab.

The work of the following officers was especially commended :—

(*a*) District Inspectors—

M. Abdul Latif, Hoshiarpur ;
L. Kanahya Lal Bedi, Ferozepore ;
L. Shiv Saran Das, Ludhiana ;
Ch. Gyan Singh, Gurdaspur ;
Lh. Amar Singh, Gujranwala ;
Sh. Allah Rakha, Amritsar ;
L. Khazan Chand, Lyallpur ;
M. Ahmad Khan, Attock ;
M. Muhammad Mohsin, Shahpur.

(*b*) Assistant District Inspectors—

Ch. Ghulam Muhy-ud-din, Gujrat ;
M. Muhammad Ayub, Attock ;
M. Abd-ur-Rahman, *Sialkot ;*
Sh. Muhammad Nawaz Khan *and L. Vishnu Das, Gurdaspur ;*
Bh. Sohan Singh, *Amritsar ;*
Bh. Bikram Singh, *Gujranwala ;*
M. Sardar Alam, *Lahore ;*
Sodhi Jagat Singh, *Ferozepore ;*
Bh. Sundar Singh, *Ludhiana ;*
Pt. Ram Kishen and M. *Ghulam Hussain, Hoshiarpur ; and*
M. Said-ud-din Ahmad, Ambala.

The increase in the inspecting staff in recent years has not kept pace with the increase in the number of schools to be inspected. This is particularly the case with regard to vernacular schools and a considerable increase in the number of Assistant District Inspectors is needed in the immediate future. This question together with that of a reorganisation of the inspecting staff of the Department is at present being considered by the Local Government.

Inspectresses.

The staff of Inspectresses was further depleted by the retirement of Miss Stuart Douglas in October last. Miss L. Stuart was appointed to officiate in her place but was attached for work to the Normal School for Women, Lahore. Miss Ahmad Shah was appointed Assistant to the Chief Inspectress but was appointed to work as Inspectress of Schools, Multan, a post rendered vacant by the transfer of Miss Marshall to the North-West Frontier Province. Great difficulty has been experienced in recruiting and retaining a staff of Inspectresses, whose work is very arduous. In order to make these posts more attractive their value was raised to Rs. 300—20—500 with effect from January 1919, the grade of the Chief Inspectress being raised at the same time to Rs. 500—20—600. The work of Inspectresses, and especially of Miss Stratford, the Chief Inspectress, and Mrs. Ingram, Inspectress

of Jullundur, calls for special notice. It is largely due to their efforts that the girls' schools in the province are increasing steadily in popularity and efficiency.

A new appointment was created for an Inspectress of Domestic Science to which Miss M. Graham was appointed. Her work was primarily intended to be in connection with European schools; but she has also devoted considerable attention to domestic science teaching in Indian girls' schools. Miss Graham entered on her new duties with enthusiasm and the stimulus which she has imparted to the teaching of her subject and the improvements she has effected in it are already marked.

District Boards.

6. The total expenditure by District Boards on education from their own resources rose from Rs.12, 54,019 to Rs. 13,50,620. Rs. 15,28,836 were contributed by grants from provincial revenues including the recurring Imperial grants.

The new system of allotting grants to District Boards which was described in paragraph 7 of last year's report, and which is more fully set forth in the letter printed as Appendix A to this report, was introduced last year; and, so far as can be judged from such a short experience of its working, has met with marked success.

District Boards have responded well to the increased demands on them for education, and in addition to opening a large number of new schools have done much to improve existing institutions by the enhancement of the pay of their teachers and the appointment of assistants.

All Inspectors comment favourably on their management of the schools under their charge.

They have not however been able to make much progress in the matter of buildings. This is no doubt largely due to the high prices prevailing for building material, but it is also due to the inability of District Boards to meet even the proportion of the cost required of them under paragraph 4 of the letter at Appendix A. Realising this difficulty the Local Government has during the present year adopted a still more generous policy of assistance towards building programmes, account of which will be made in next year's report.

Municipalities.

7. Municipalities, with the exception of Lahore and Multan, have not devoted much attention to primary education. But it is to be hoped that the introduction of the Primary Education Bill will encourage the more progressive amongst them to take a survey of the conditions of education in municipal areas. Projects for the better housing of municipal schools, *e g.*, the Industrial School and Municipal Girls' School in Amritsar, have been held over during the war, but will, I hope, shortly be put in hand. The Jullundur Municipality has opened a Manual training centre for the secondary schools in the municipal area, and their example might well be followed by other municipalities (*vide* paragraph 18).

The expenditure of municipalities on education from their own resources rose from Rs. 4,07,651 to Rs. 5,40,197.

## CHAPTER III.

## Collegiate Education.

Statistics.

8. One additional Intermediate Arts College was opened at Jullundur under the management of the authorities of the D. A.-V College, Lahore, bringing the total number of such colleges to 13. The number of students fell slightly from 4,621 to 4,570.

The tendency of students to come to Lahore Colleges was discussed in the last quinquennial review. So far as senior students are concerned this movement is by no means to be deprecated, but the Lahore Arts Colleges contain a large number of 1st and 2nd year students whose work, according to the Calcutta University Commission's report, is not really of a University nature. In the D. A.-V. College, for example, the largest institution, we find the students distributed as follows: 1st year 286, 2nd year 380, 3rd year 141, 4th year 186. No other College shows quite such a large proportion of interme-

diate students, and it is satisfactory to find that the college authorities are restricting the number of admissions to their first year class (the number in the previous year being 348). Still the numbers in all colleges of students who do not proceed beyond the Intermediate standard are considerable.

Intermediate Colleges.

9. Apart from the question of separating the intermediate from College work, there can be no question of the need for more institutions of an intermediate rank in outstations to relieve the pressure on accommodation in Lahore. This need was recognised by Government and definite steps were taken to meet it.

A Committee consisting of the Registrar of the University, the Principal of the Government College and myself visited Multan, Ludhiana and Ambala with a view to investigating the possibilities for opening Government Intermediate Colleges at two of those centres. The Committee reported that there was a real need for such an institution at each of the three centres visited, but in view of water difficulties at Ambala recommended that preference should be given to Multan and Ludhiana.

Proposals for the opening of two Government Intermediate Colleges at these centres were submitted to the Government of India for sanction.

Punjab University.

10. The Punjab University spent a busy year. Amongst the more important of the regulations, which it passed, were—

(*a*) The institution of a system of Honours Schools, the work of which is brought directly under University management by means of University Boards of Control.

The effect of these regulations on the character of the University teaching should be considerable.

(*b*) The institution of a University Diploma in Commerce.

(*c*) The establishment of a Matriculation and School Leaving Certificate examination to take the place of the old Matriculation.

In all three cases the regulations only come into force after the close of the period under review, and do not, therefore, call for more detailed notice in this report.

The regulations for the LL. B. and M. B. B. S. examinations were also amended to permit a supplementary examination to be held for those who fail in one subject but obtain a higher percentage of marks in other subjects.

Twelve colleges, including for the first time the Lady Hardinge Medical College, Delhi, and the Punjab Agricultural College, Lyallpur, were inspected by the University.

A special Library Training class was held in the University Library and 14 candidates qualified for a certificate in modern library methods.

Several courses of University lectures on special subjects were delivered including a series of lectures on Archæology in India by Professor A. Foucher of the University of Paris.

Government College.

11. The Government College lost the services by retirement of Rai Sahib Lala Ruchi Ram Sahni, Professor of Chemistry, who had served for 31 years in this institution, and earned the esteem and gratitude of many generations of Indian students.

Two members of the college staff, Messrs. H. L. Garrett and L. T. Watkins, were absent on military duty during the greater part of the year.

The services of Mr. H. B. Dunnicliff were placed at the disposal of the Indian Munitions Board with effect from October 1918, his place being taken by Bawa Kartar Singh, M A., Professor of the Dacca College.

The college opened with 660 students but lost a number from various causes including nineteen who joined the Medical College, nine from death and two who received the King's Commission, so that the numbers at the close of the year were only 587.

The year was a remarkably successful one in the matter of work, the College securing a pass percentage of 70 in all examinations combined. This is the highest percentage the College has ever reached. It is noteworthy that out of 16 special medals and prizes awarded by the University at Convocation 12 were secured by the Government College. The War News Association continued its activities under the Presidentship of Professor A. S. Hemmy, no less than 150 students doing work of some kind in connection with it (recruiting, etc.) during the vacations.

Other Colleges.

12. The following new developments in colleges under private management are of interest :—

The Gordon College, Rawalpindi, received a sum of Rs. 60,000 from private sources for the erection of a Science Hall.

A special grant of Rs 3 lakhs was made to the Khalsa College, Amritsar, in commemoration of the services rendered by the Sikhs in the war. With this sum it will be possible to complete the college building and undertake various necessary extensions. The College Co-operative Society continues to extend its activities and its turn over last year amounted to nearly Rs. 50,000. Fuel and cloth departments were started. The College hopes shortly to open a department of agriculture. The success of the College at the University Sports Tournament was remarkable.

The boarding-house of the D. A.-V. College has been extended to accommodate 170 more students. Special instructors have been engaged to supervise the games.

A plot of land measuring about 38 kanals has been purchased by the Sanatan Dharm College for playgrounds and hostel extensions. The present building was remodelled but a good new college building is badly needed.

The Guru Nanak Khalsa College, Gujranwala, erected seven rooms of its new building, which should make a very good college building when completed.

## CHAPTER IV.

### Secondary Education (Boys).

Numbers.

13. The number of recognised secondary schools for boys rose from 426 to 454 during the past year and the number of scholars attending them from 1,10,839 to 1,15,526. The increase in attendance was, however, chiefly in the primary stage, the actual number of scholars in the secondary stage of education increasing from 48,154 to 49,251.

The new institutions consisted of fifteen Anglo-vernacular middle schools and thirteen vernacular middle schools ; but fourteen existing Anglo-vernacular middle schools were raised to the status of high schools, so that the tables show only an increase of one in the former class of institution.

Expenditure.

14. The total direct expenditure on secondary schools rose from Rs. 29,91,845 to Rs. 32,65,990 : of this sum Rs. 14,59,070 was derived from fees and Rs. 4,62,130 from private sources.

Grants-in-aid.

15. It is calculated that in aided schools the management have to meet about 20 per cent. of the recurring charges from private sources, the balance of the expenditure being covered by the receipts from fees and Government grants. The grant-in-aid rules may therefore be considered sufficiently liberal, but some redistribution of their allotment has been suggested since the chief burden on the finances of aided schools is the maintenance of the primary departments, in which the receipts from fees are naturally very low. Such a readjustment is, however, not very easy to arrange because the grants to primary departments are made from local funds, and an enhancement of the rates of grants to primary departments with a corresponding reduction in the grants to secondary departments would mean a transfer of the liabilities from provincial to local funds which would in many cases find great difficulty in meeting them. On the other hand, the inclusion of the fifth class in the middle department under the arrangement described in

paragraph 4 will correspondingly reduce the demands for grants from local funds and a solution of the problem has been thereby rendered easier and at the same time more urgent.

Local Board and Secondary education.

16. The whole question of the responsibility of local authorities for secondary education is one that calls for early decision. There are at present 89 Anglo-vernacular institutions maintained wholly by Board and Municipal Local Funds apart from vernacular institutions in which English is taught as an optional subject. Local Boards are not entitled to earn maintenance grants for these 89 institutions and are thus in a worse position than managers of aided schools; with the result that they have no encouragement to improve the conditions of the Anglo-vernacular schools under their direct management, and with the calls now made upon their funds for vernacular education, are obliged to run them at the minimum outlay consistent with efficiency.

The scheme now adopted (*vide* Punjab Government, Home (Education) Department, C. M. No. 261-S., dated 24th August 1919) for meeting the insistent demands for English education in rural areas, namely, the addition of English classes (the cost of which will be met partly from local subscriptions and partly from fees) to vernacular middle schools, for which Boards will continue to draw grants from provincial revenues, will tide over the immediate difficulty so far as the extension of English teaching is concerned, but does not dispose of the problem of the existing 89 Anglo-vernacular schools, nor does it suggest the steps which must be taken when the time comes for the more flourishing of these vernacular institutions to be converted into high schools.

The question suggests itself whether there is any longer any justification for the distinction between vernacular secondary education as a legitimate field for the activities of local boards and Anglo-vernacular secondary education now in theory entrusted to Government and private enterprise.

It is one which has now been referred to the Local Government for consideration.

Teachers.

17. The number of teachers employed in secondary schools rose from 6,157 to 6,538. Of these 4,360 are trained as compared with 4,074 in 1917-18. The resultant proportion of pupils to teachers is 18 to 1. This of course includes teachers of special subjects such as drill, drawing and classical languages; but the figures show that our secondary schools are well staffed both as to the quantity and quality of the teachers.

Instruction.

18. This fact is reflected in the work of the schools, which, it is satisfactory to find, is generally well reported upon by Inspectors: though there is an inevitable tendency, while the merits of a school are chiefly judged from its percentage of successes at matriculation, to concentrate attention on the higher classes. To quote the report of S. Maqbul Shah, Inspector of the Rawalpindi Division—"The lower primary classes remain almost everywhere neglected; the greatest attention being given to the matriculation class and classes below it receiving less and less attention as the distance from the matriculation class increases."

The subjects of instruction the teaching of which is criticised by most Inspectors are mental arithmetic and drawing. The former subject entails more preparation and personal effort on the part of the teacher than he is often willing to give, while the latter subject is apt to be treated by headmasters as too technical for their inexpert supervision; but for the practical purposes of life mental calculations are more often in use than written, while the course of drawing should be susceptible of arrangement and correlation with the other subjects of the school curriculum by any capable headmaster.

Manual Training.

19. A circular was issued during the year outlining a scheme for the opening of manual training centres, accommodation for which should be provided by municipalities, but the whole recurring cost of which would be met by Government. It was felt that this system would in the long run be more economical than the encouragement by means of grant-in-aid of manual training in individual schools under private management, and the opening of manual training classes in Government schools. The equipment

and material thus provided in the single centre will serve the needs both of the Government and the aided schools. Progress has hitherto been slow in this matter owing to difficulties of accommodation and dearth of teachers, but in a few years' time we may hope to have manual training centres in all towns of importance.

Agricultural Education.

20. To correspond with the introduction of this practical subject in town schools a scheme for the introduction of agricultural education was drawn up by a principal committee during the year, the details of which will be found in Appendix B to this report. The principle underlying this scheme is the recognition of agriculture not as a special subject to be taught in a few technical schools but as a subject to be included in the ordinary curriculum of all rural schools in the Province. In pursuance of this principle agricultural teaching will gradually be introduced into all vernacular middle schools, which are in effect rural secondary schools, and will also be provided by means of agricultural centres for selected groups of high schools. The initial difficulties in the way of introducing this scheme are (*a*) the supply of qualified teachers, (*b*) the provision of land and equipment for each middle school or agricultural centre. Steps have already been taken to overcome the first difficulty by the opening of a training class for agricultural teachers at Lyallpur which in the present year is being converted into a Training College (*vide* paragraph 40) while the second difficulty has disappeared with the receipt of a generous grant of Rs. 4,69,000 from the Imperial Government.

It is impossible at present to foresee the ultimate results of this scheme, but it can at least be claimed for it that it is a bold attempt to diffuse sound ideas on agriculture over as wide a range as possible in the Punjab, which is pre-eminently an agricultural province. Much will of course depend on the quality of the instruction, but the system of selecting trained vernacular teachers for the course in agriculture, and of subjecting the Bachelors in Agriculture to a course in pedagogy before giving them a certificate for teaching the subject should ensure that the agricultural masters will be really teachers, not merely experts in agriculture.

Matriculation and School Leaving Certificate Examination.

21. The introduction of other subjects of a practical nature in the secondary school curriculum, *i.e.*, commercial subjects, has been long awaiting a modification of the matriculation on the lines of a School Final examination. A committee was appointed by the Syndicate under my chairmanship last winter which formulated a scheme for such an examination to be called the Matriculation and School Leaving Certificate (or M. S. L C.) examination. With certain modifications this scheme has been accepted by the University and the Regulations embodying it have been passed during the current year. Though it omits some of the special features of a good school final scheme, it constitutes an examination which in the wider choice of courses which it permits a school is a great advance on the present matriculation, and above all it establishes a Board which will deal solely with this examination and will be in a position to adapt its syllabus to the requirements and capabilities of school boys. A description of it falls more properly in the scope of next year's report.

Discipline.

22. The subject of discipline in schools was dealt with very fully in last year's report, and will probably call for special mention in the report on the current year. The discipline of a school depends very largely on the personality of the headmaster, and it stands to the credit of the headmasters of the schools situated in the recently disturbed areas that they were with few exceptions able to maintain school discipline unimpaired during a period of considerable tension.

I am indebted to the meetings of Headmasters' Associations for several valuable suggestions for the improvement of school work. Notably a revision which was introduced in January of this year in the Subordinate Educational Service was based on the recommendation of two Headmasters' Associations.

Revision of Subordinate Educational Service.

23. The revision of the Subordinate Educational Service has been long overdue but had been deferred pending the decision of the Government of India as to the constitution of the Provincial Educational Service, into which

class I of the Subordinate Educational Service will naturally be merged. It was however in the lowest ranks of the service, which contain the drawing masters, drill masters, vernacular teachers, classical teachers and lower English staff, that the chief hardships were experienced owing to the very large numbers in each grade. It was practically impossible for a teacher entering the lowest grade (Rs. 20—30) to expect more than one step in promotion (to the grade of Rs. 35—50) during the whole course of his service. The Subordinate Educational Service has now been divided into two sections, the Anglo-vernacular section starting from the grade of Rs. 35—50 per mensem and rising to Rs. 400 per mensem which corresponds almost exactly to the service of English teachers from Rs. 40 per mensem to Rs. 400 recommended in the Government of India's Resolution on Indian Educational Policy of 1913, while the classical and vernacular section which starts from Rs. 20—30 and rises to Rs. 100—140 contains the remaining classes of teachers. Only drill masters and vernacular teachers are appointed to the lowest grade, classical masters and drawing masters commencing on the grade of Rs. 35—50. A certain number of posts in each grade are reserved for the different classes of teachers, and the great reduction in the number of posts in each grade owing to the elimination of the English teachers ensures a much more rapid flow of promotion. The junior grades of the Anglo-vernacular section are similarly affected by the exclusion of the classical and vernacular teachers.

Buildings.

24. Building activities have again been restricted owing to the difficulty in obtaining materials and their high cost. The only buildings of any importance that are reported to have been completed during the year are the Government school and boarding-house at Multan, both excellent up-to-date structures, and the buildings for the D. A.-V. Middle School, Naushera Panwan, the Crosse High School, Akalgarh, and the District Board Middle Schools at Pindigheb, Adhwal and Rohri. However a number of buildings were commenced and may be expected to be completed during the current year.

Land Acquisition.

25. An obstacle in the way of the extension and improvement of school premises in town areas has been the difficulty which the managers of aided institutions often find in purchasing land contiguous to the school property. This has been overcome by the extension in January last of the use of the Land Acquisition Act in favour of schools under private management. Under the rules now issued, which are based on those in force in Behar and Orissa, Government may acquire land for the managers of aided schools, if they have been unable to purchase it by private negotiation. The managers will bear three-quarters of the cost of acquisition, but the land remains the property of Government to be leased to the school on a nominal rental for a term of years. In the event of Government desiring to terminate the lease, the school managers will be compensated in full for their expenditure on the purchase of the site and for any buildings they may have erected on it.

Provident Fund.

26. Standard rules for Provident Funds in aided schools were issued by the Department towards the close of the year together with regulations for special grants-in aid to encourage the introduction of Provident Funds. In a school adopting these rules every teacher on the permanent staff drawing more than Rs. 12 per mensem is required to contribute one anna in the rupee of his pay monthly to a school Provident Fund, a similar sum being contributed on his behalf jointly by the management and Government (each $\frac{1}{2}$ anna in the rupee). The total sum is placed to his credit in the Postal Savings Bank. A teacher on retirement is entitled to his own contributions together with a proportion of the balance to his credit (consisting of the contributions of Government and the management and the interest on the whole amount) which varies with his length of service up to 100 per cent. after ten years' service. The sums lapsing to the credit of the school Provident Fund can be utilised for special donations, *e.g.*, to the relations of teachers dying in service. In future no secondary school will be recognised by the Department which has not established a Provident Fund.

Provident Funds of this nature should not only be a great boon to teachers on retirement, but should prove a strong inducement to teachers to stick to their posts.

27. Suggestions for the promotion of Co-operative Societies in schools for the cheap supply of school books and material were circulated by the Department, and the movement has made rapid progress. Co-operative Societies.

In the Multan Division for example Students' Co-operative Societies have been formed in about a dozen schools of the Lyallpur, Montgomery, Muzaffargarh and Dera Ghazi Khan Districts. "The Khalsa High school, Lyallpur, aims at eventually leaving the supply of everything needed by the large hostel of the institution to the boys' co-operative management."

Apart from the financial advantages the educational value of such societies must be considerable.

28. The medical inspection of schools which made a promising start in 1915 is still unfortunately in abeyance owing to the absence of the medical inspectors on military duty. Medical inspection.

## CHAPTER V.

## Primary Education (Boys).

29. The year 1918-19 was marked by the adoption of a vigorous forward policy in the matter of vernacular education. Reference is made in paragraph 26 of the report on education for 1917-18 to the initiation of the scheme for the expansion of education in rural areas, and a description is there given of the steps taken to ascertain the needs of the province by means of an educational survey, and of the system of five-year programmes which was recommended by the Committee on District Board Educational Finance. The scheme in its final form is of such importance that the letter embodying it is printed as Appendix A to this report The statement attached to the letter shows the position of vernacular education in 1918-19, the ultimate needs of the province (so far as they can be foreseen) for vernacular schools and the results that we hope to obtain in 1923-24, when the first five-year programmes are completed. In one or two cases the grading of district boards has required reconsideration, but with these exceptions the scheme has been accepted by all district boards and is now in working order. Half the year had already passed however when the circular was issued, and its issue was soon followed by a terrible outbreak of influenza which dislocated the work of the rural schools in several parts of the province. So that the results during 1918-19 were not so successful as had been anticipated. In the Gurgaon District for example none of the new 18 schools proposed for the first year could be opened and several rural teachers and a good many boys died during the epidemic. New Programme of Expansion and Improvement.

30. However 338 new Board schools were opened as compared with 114 in the previous year. Multan which opened no less than 48 schools (far in excess of the programme for the year) headed the list, but a number of other districts completed their first-year programmes. A large number of the new Board schools replaced aided indigenous schools, the conversion of which into Board schools is part of the accepted policy. Consequently the number of aided institutions decreased by 157 while 93 unaided schools were closed (probably many of them owing to the influenza outbreak). The result is a total of 5,167 schools or an increase of 90 over the number in 1917-18. There was an increase of 12,207 pupils attending Board schools with a decrease of about 6,000 in aided schools and of some 3,000 in unaided schools, so that the net gain in scholars is only 3,441, but the whole of this gain is in pupils attending the more efficient Board schools. The attendance at the new schools which opened so late in the year may be expected to improve during the current year. Numbers.

Another satisfactory feature is in the increase in the number of agriculturists' sons in attendance at primary schools. In the Multan Division for example there was an increase of 2,155 of such boys and in the Jullundur Division of no less than 4,392; while in the Attock District alone, an agricultural area, there was an increase of 1,334 scholars.

But the new policy is directed towards the improvement of existing schools no less than the addition of new schools. One step towards this improvement has been already mentioned, namely the conversion of aided schools into Board schools, and this is being vigorously carried out. That the Board school is the more popular institution with the rural population may be illustrated by the fact that while there was an increase of 4,807 agriculturists in Board schools in the Jullundur Division there was a decrease of 415 in their attendance at elementary schools.

Teachers.

31. Another measure of improvement which has immediately resulted from the adoption of the new programme is the improvement of the pay of the teachers. The introduction of a satisfactory scale of salaries was laid down in paragraph 10 (*a*) of the Government's letter (Appendix A) as a necessary condition of the Government grant and it is satisfactory to find that this condition has been generally fulfilled. The following district boards introduced revised scales of pay: Hissar, Ambala, Simla, Gurgaon, Hoshiarpur, Ludhiana, Jullundur, Ferozepore, Kangra, Gurdaspur, Gujranwala, Amritsar, Lyallpur, Muzaffargarh, Jhang, Multan and Mianwali.

Several of the other districts, *e.g.*, those in the Rawalpindi Division, had introduced good graded scales of pay in recent years. The scales of pay generally run from Rs. 15 to Rs. 30 per mensem while under the Lyallpur District Board and Multan Municipal Committee the maximum is as high as Rs. 35 per mensem for a Junior Vernacular teacher. This general improvement is very satisfactory and shows that the attachment of this condition to the issue of Government grants has proved far more effective in improving the pay of teachers than the old system of using salaries as the basis for calculating the grant.

The very slight increase in the proportion of trained teachers from 5,380 to 5,455 is due to the conversion of a number of aided schools and the taking over of their untrained masters into Board service. In order to increase the output of trained teachers one new normal school (*vide* paragraph 35) was opened last year and two during the current year.

A young trained teacher fresh from the Normal school is not however the best person to put in charge of a newly opened Board school, and several Inspectors report that the attendance and efficiency of the new schools would have been better had they been entrusted to more experienced hands.

Instruction.

32. In general, Inspectors report hopefully on the improvement in the work of the schools. The improved pay and prospects of rural teachers have reacted favourably on the energy with which they undertake their duties. The inspecting staff have shown themselves more keenly alive to the deficiencies of our Primary schools. In this connection I quote an interesting paragraph from the report of Sardar Bahadur Bhai Hari Singh, Inspector of Multan: "Improvement in the average village-schoolmaster's love of his profession and in the consequent desire to amend his methods of work under the advice and guidance of the inspecting agency is still one of the most important problems connected with primary school education. It is not easy to apportion the fault between the two parties concerned, but I feel little hesitation in stating that we, the inspecting people, have a share in the fault. Both sides have their excuses, too many classes and low wages for Munshiji and long tedious journeys and official correspondence worry for the inspecting man.

"More of system and sympathy on the side of inspecting officers and more of earnestness to understand defects and to follow advice on the side of the teacher are requisite."

Among other teaching improvements must be noted the introduction by Mr. Wright, first in the Jullundur Division and afterwards in Lahore, of the look and say method of teaching reading, peculiarly suitable to the Urdu language.

Practical work is done in a certain number of schools, *e.g.*, sericulture in several Middle and Primary schools in sub-montane tracts. Where mulberry trees are plentiful as at Shamdhara, which I visited with the Director of

Agriculture last year, the work is often very good. Amongst other activities may be mentioned wool-spinning and tree-planting and grafting in Kular, mat-making, rope-making, charpai-weaving and soap-making, while gardening in connection with nature study is receiving increased attention. In Shahpur for example a qualified itinerant agricultural expert is maintained by the Board.

"It is a happy sign," says Mr. Wright of Lahore, "that boys are now seen setting up sun dials and weather-cocks, planting trees and vegetables in the school compound"

School courses.

33. The difficulties in the way of the rural Primary school teacher were discussed at length in the last Quinquennial Report on education in the Punjab (paragraphs 55 and 56). One of the chief of those was stated to the number of classes which he was expected to teach. This obstacle has to some extent been overcome by the introduction of the revised system of rural schools, an account of which has been given in paragraph 4 In future no teacher can have more than four classes to teach, and in any school where the attendance exceeds 40 he will have an assistant. In time it may be hoped, when the period of rapid expansion is over, we shall be able to provide assistants for smaller schools.

Punjab Primary Education Act, 1919.

34. The Punjab Primary Education Bill, which provides for the introduction by local option of compulsory education for boys between the ages of 6 and 11 (or 7 and 12) in any rural or urban area, was introduced by Government last year and passed in the Punjab Legislative Council. The Bill as originally drafted allowed for its extension also to girls at a later stage, but in deference to public opinion this provision was dropped. Criticisms of the Bill were chiefly directed against the procedure for the introduction of compulsion, which was simplified by the select committee, and against the period suggested for compulsion, urban enthusiasts with little consideration of the conditions prevailing in rural areas or for the feelings of the agriculturists, pressing for a longer period of compulsory attendance. The Act as finally passed contains two parts. The first part lays down the procedure for the introduction of compulsion.

Any local body, rural or urban, may at a meeting specially convened for the purpose propose the introduction of compulsory education in any part of the area under its control and if two-thirds of the numbers present support the resolution and if after local publication no valid objections to the proposal are received, it may be submitted to the Local Government for approval together with proposals for meeting some share of the cost, if necessary by additional local taxation If the proposals are approved by Government, Part II of the Act prescribing the conditions of compulsory education may be brought into force in the selected area. The regulations for exemptions and for the infliction of fines on parents who contravene the Act or persons who employ children during school hours follow the line adopted in other similar Bills. The question of free education is complicated by the fact that at least four-fifths of the scholars in municipal areas attend schools under private management, which cannot afford to dispense with their fee income. A solution of the problem was reached by providing that no fees should be levied in municipal or board schools for boys compelled to attend school, and that the local body introducing compulsion should also pay the fees of such boys (up to the usual code limit) attending recognised private schools if asked to do so by the managers. In this manner the desired object is achieved, that no boy shall be prevented from attending school by reason of the fees charged while better class schools may restrict admissions by the levy of fees from well-to-do parents.

As at present advised the Municipality of Multan is the only body which is taking practical steps to make use of the Act ; but it is sincerely to be hoped that other local bodies may follow this example.

## CHAPTER VI.

## Training of Teachers.

Numbers.

35. There were at the close of March 1,180 men and 326 women under training as teachers. Of these 11 men and 29 women were at

the European Training Schools at Sanawar and St. Bede's (Simla), respectively. Of the remainder 187 men were under training as English teachers (152 in the Central Training College and 35 in the Junior Anglo-vernacular class of the Islamia College), and 8 of the women (2 in the Central Training College and 6 in the Junior Anglo-vernacular class at the Kinnaird College). The remaining 982 men and 289 women were being trained as vernacular teachers for primary and middle departments, an increase of 109 in the case of men and of 14 in the case of women.

There was an increase in the number of Government Normal schools for men of one (a local training class at Rawalpindi being closed), while four new Government Normal schools for women were opened, but since three of the latter replaced municipal training classes the increase in the number of women students is inconsiderable.

Normal Schools.

36. The need for more trained vernacular teachers is insistent and two steps to increase the output were taken last year. (*a*) The Normal School at Lahore was moved to Sialkot and housed in hired premises. The removal of this school to surroundings more suitable for students intending to teach in rural Primary schools had been under contemplation for many years, and a site for the school had been selected at Gakhar, between Gujranwala and Wazirabad. Owing to building delays the question had been continually postponed, but the solution which has temporarily been adopted has proved quite satisfactory. Meanwhile the buildings at Gakhar are actually under construction and should be completed next year. The hostel accommodation set free by the removal of the Normal school students from Lahore was utilised to admit additional students to the Senior Vernacular Class of the Central Training College. (*b*) A new Government Normal school was also opened at Gujranwala in rented premises.

These were of course only temporary arrangements and the policy is now being adopted of removing Normal schools from the larger towns, where the students find the expenses of living very great and where they have no opportunity to see the work of rural Primary schools, to smaller centres selected as far as possible for their proximity to village Primary schools in which the students can be trained in the practice of teaching, and the peculiar difficulties of which they can study at first hand. In pursuance of this policy the Normal school at Sargodha is being transferred to Lala Musa which, though a railway junction and easily accessible, is only a large village with village schools in the near neighbourhood. Similarly the Rawalpindi school will be transferred to Campbellpur and other such movements are in contemplation.

Mr. Wyatt, Principal of the Central Training College, sends in an interesting report on the work of the Normal schools. In general his criticisms are that the instructors are themselves out of touch with the conditions for which they are supposed to be preparing their students, and that the subjects are too often taught without due regard to purpose of teaching them. "This type of defect," he says, "is especially pronounced in the so-called criticism lesson, which at its worst is simply a ceremony with a time-honoured ritual, and even in the best schools—in all indeed except one elaborates steps and procedure at the expense of its purpose as a lesson, a reading lesson has everything except practice in reading, a geography lesson cumbers ground and easels with apparatus, such as no village teacher in his senses would dream of preparing, and almost invariably fails to use it to forward the object of the lesson."

In spite of these other defects in these institutions the Normal school student is generally a keen and intelligent worker and the effects of the course of training on his value as a teacher are very marked.

Normal Schools for Women.

37. The Normal School for Women, Lahore, had 162 pupils, but the numbers declined owing to marriage, sickness and other causes to 144 at the close of March. Miss Uppal, the headmistress, left to be married in June and her place was taken by Miss Littlewood. The school is very much handicapped by its unsatisfactory building.

The four new Normal Schools for Women are situated at Rawalpindi, Multan, Ludhiana and Sialkot. The Rawalpindi school under Miss Das, late 2nd mistress of the Lahore school, is in a good hired building and had 13 students last year. Miss Hamilton Brooks, B.Sc., was headmistress of the Normal School, Multan (she has since left to be married), and made a good start with 17 pupils. The Ludhiana school was housed in the municipal Middle school with Miss Wylie as headmistress. There were 36 students. Plans for a new building have been prepared The Sialkot school with 25 students was the least successful as the headmistress (who has left) did not prove a good organiser. From the foregoing remarks it will be gathered that it is not easy to find a good permanent senior staff for these institutions.

The numbers have increased considerably in all the schools during the present year. It is satisfactory to find that there is little difficulty in obtaining candidates for admission (chiefly Muhammadans). The qualification for admission is the passing of the 5th primary standard and the course for the Junior Vernacular Certificate is of two years' duration, a third year being added for the Senior Vernacular course.

**The Central Training College.**

38. The Central Training College had an average attendance of 266 students of whom 67 were graduates. The applications for admission again far exceeded the number of vacancies, but the qualifications of the candidates were not quite as high as last year.

Mr. H T. Knowlton retired from the Principalship, which he has held with but few intermissions for the last 22 years, in May 1919. The efficiency and the popularity of this institution are in a large measure of his making and the influence which he has been able to exert through the teachers who have passed through his hands on the quality of the education in this Province has been incalculable. The Punjab has lost in him a great educator.

He was succeeded by Mr. H. G. Wyatt, Inspector of the Rawalpindi Division, whose long experience of inspection has enabled him to introduce a number of changes into the courses of study with a view to bringing them more into relationship with the actual work which the students will have to undertake when they become teachers. Problems for example in school organisation, and early steps in the teaching of English, are receiving greater attention.

But the Training College has long been understaffed and it was with much relief that the sanction of the Secretary of State to the revision of the establishment was received in February last. This includes the addition of three posts in the Indian Educational Service to the two already in existence, and an increase in the number of Provincial Service posts from one to five.

The sanction was received too late for the new staff to be entertained during the year under review.

Further relief will be afforded, enabling a larger number of admissions to be made in the English classes, by the removal of the Senior Vernacular Classes to the second Training College at Lyallpur (of which mention is made in Appendix B, paragraph 5 (1)). This step was not however taken till the present year and so does not come within the scope of this report.

The results of the various examinations, B.T., S.A.-V., J.A.-V. and S.V., in which 211 candidates passed out of 220 presented, show that the standard of work is as high as ever.

The chief need of the institution is good playing-fields and steps are now being taken to supply this deficiency.

Mr. E. Tydeman, headmaster of the Central Model School, was deputed by Government in November 1918 to the Secretaryship of the Publicity Board, his place being taken by Mr. E. Smith of Amritsar.

**Training of European Teachers.**

39. The Sanawar Training class for men continued to suffer from the war, three of the students leaving during the year to join the I. A. R. O. and the Master-in-charge still being absent on military duty. Steps have at last been taken to supply this institution with a suitable building. This structure indeed when completed will be worthy of the institution which

is the only one of its kind in India. The cost is largely met from an Imperial grant for the purpose. The site was cleared during the year but the building will take some time to complete.

There were two changes in the staff of St. Bede's and the work of the institution suffered somewhat from the severe outbreak of influenza last autumn; but 40 distinctions were obtained by the successful candidates. A special class for the training of kindergarten mistresses for European Schools, towards the cost of which Government contributes six stipends annually, was opened at St. Deny's School, Murree.

**Special Training Classes.**

40. Another Special class for the training of Agricultural teachers for Vernacular Middle schools was opened at the Lyallpur Agricultural College in July 1918, in anticipation of the sanction of the general scheme for agricultural education (*vide* Appendix B). The class was entirely successful and will now be merged in the Training College at Lyallpur.

Mr. Buchanan, the Inspector of Drawing and Educational Handwork, held a course in the latter subject during the summer at Murree. The results, he is able to obtain from a short course of this kind, are remarkable.

A most successful course for teachers in Domestic Science was held by Miss Graham in Lahore, further mention of which is made in paragraph 54.

## CHAPTER VII.

## Professional, Technical and Special Education.

### Professional Institutions.

**Law College.**

41. There are no developments of importance to report with regard to the Women's Christian Medical College, the Veterinary or Law Colleges. The number of students taking the LL.B. examination rose to 225, of whom 92 were successful.

**Medical College.**

42. Steps are definitely being taken to transfer the Medical School to Amritsar and thus provide additional accommodation for the Medical College students. The transfer should be effected during the current year.

The number of students in the college rose to 324, almost double of the enrolment in 1914-15, while the number attending the medical school is 379 (including 52 on Field Service).

The College is still short of staff owing to the absence of some of the Indian Medical Service officers on military duty and suffered a great loss in the death of Lieutenant-Colonel H. G. Melville, Professor of Materia Medica.

**Mayo School of Art.**

43. The numbers in the institution showed a further decrease to 231. The causes for the decline were the same as those given in last year's report, *i.e.*, the great demand for artisan labour, and sickness, a number of students and one or two teachers dying of influenza. Work in the various branches has proceeded satisfactorily except in photo.-lithography where the cost of materials has been prohibitive. (Two of the ex-students of this department were appointed on Rs. 200 per mensem each in Mesopotamia.)

A new department was opened in the autumn for the training of architectural draftsmen under the immediate superintendence of Mr. B. Sullivan, A.R.I., B.A., Consulting Architect to Government, who visits the school regularly and gives instruction to the students. This class was opened provisionally by Government as an experiment, but there is every hope of its proving a success. Hitherto the Punjab has had to import men of this class from Bombay.

The work of the Principal, who is in addition Curator of the Museum and Inspector of Industrial Schools, has increased considerably with the growth of the latter class of institution, and M. Feroze-ud-din of the School of Art has been appointed Assistant Inspector of Industrial Schools while continuing to carry on his duties at the School of Art.

44. The proposals of the Standing Committee on Technical and Industrial education for the improvement of Industrial Schools after the receipt of opinions from local bodies were accepted by Government and embodied in the circular which will be found in Appendix C. Industrial Education.

A revision of the system of grants in order to effect the necessary improvements in the staffing, etc., of these schools is now under consideration. The schools are generally badly housed.

A grant of Rs. 1,50,000 was sanctioned by the Government of India towards the cost of the Carpentry School at Jullundur, and a sub-committee consisting of Messrs. Townsend and Heath selected a site for the institution, which is now being acquired.

The exact scope of the Railway Technical School and its connection with the North-Western Railway was considered by the committee, and a revised course of instruction mapped out leading to the 3rd year course of the Railway literate apprentice class.

In connection with this institution a school for the training of disabled soldiers in oil engine and motor work was opened in the autumn. Forty-six disabled soldiers were admitted, being housed in tents on adjacent ground. The class was doing well at the close of the year.

45. The Reformatory School, Delhi, had 97 boys on its rolls at the close of the year. There are no noticeable events in its history to report. The Reformatory School, Delhi.

46. The scheme for the institution of a Diploma of Commerce drafted by a sub-committee appointed by the Syndicate was accepted by the University. The course will be of two years' duration and include English, the elements of accountancy and commercial law, an introductory course of economics, and commercial geography, to which may be added as an optional subject either stenography (typewriting and shorthand) or a foreign language. The sub-committee also recommended the transfer of the Government post-matriculate commercial class, which was opened at Amritsar last year, to Lahore to form the nucleus of a Government institution of commerce. This proposal has been accepted by Government during the current year. The Amritsar class proved most successful, admission to it being only limited by the accommodation and equipment available. Several of the students obtained good posts before completing the year's course, but of 31 students who appeared at the final examination 24 passed, 16 gaining distinctions. The fact that a number of first class matriculates took this course instead of joining Arts Colleges is of good augury for the success of this new branch of University work. Commercial Education.

There was also such a rush for admission to the Young Men's Christian Association Evening Commercial Classes that only half the applicants (436) could be admitted: but unfortunately many of the students do not stay long enough to obtain much benefit from the course.

## CHAPTER VIII.

### Female Education.

47. The number of schools for girls rose by 5 to 1,020. Several of the primary schools were raised to the middle standard and the number of secondary schools for girls is now 70 of which 9 are High schools. Numbers.

In spite of the epidemic of influenza in the autumn and local outbreaks of small-pox, which were expected to lower the attendance, the number of girls attending school rose by 2,768 to 54,755. When compared with the small increase in the number of schools this increase in attendance is very satisfactory.

There seems little doubt that a large additional number of primary schools could be successfully opened if funds were forthcoming. The question is at present under consideration by the Local Government.

The distribution of schools and scholars by divisions is as follows :—

| *Division.* | | *Schools.* | *Scholars.* |
|---|---|---|---|
| Lahore | ... | 300 | 20,270 |
| Jullundur | ... | 214 | 10,110 |
| Rawalpindi | ... | 208 | 10,341 |
| Multan | ... | 162 | 9,348 |
| Ambala | ... | 136 | 4,686 |

It will be seen, as might be anticipated, that the attendance is largest in the divisions containing large towns, but the figures for Ambala are very unsatisfactory.

The expenditure on girls' schools has remained practically stationary and amounts to Rs. 7,39,681 of which Rs. 3,16,450 is spent on secondary schools.

**Collegiate Education.**

48. The attendance at the Kinnaird College, the only collegiate institution for women in the Province, rose from 24 to 30. Of these 21 are reading for the Intermediate and nine students are in the B.A. classes. The College is still very poorly housed in private bungalows, but an effort is being made to improve the accommodation. The arrangements for the boarders particularly were the subject of unfavourable comment by the University Inspection Committee. It is to be hoped that the various missions which support this institution will now be able to come forward with more generous help.

**Training of Teachers.**

49. The most important of the new institutions are the four Government Normal schools of which an account is given in paragraph 37 of this report.

It will be seen that we are now turning out over 150 trained teachers annually which, in view of the number of schools for girls in the Province, may be considered very satisfactory : but there is a great deal of leeway to be made up, and if the recommendations of the Female Education Conference (see paragraph 53) are accepted, we shall need a still larger supply.

**Secondary Schools.**

50. The number of girls who completed the middle school course was 585, a great increase on last year's number 481. Only 25 girls appeared at Matriculation, and the problem of staffing secondary schools, much more so of finding District Inspectresses, is a serious one.

The work is reported to be steadily improving, though it is still characterised by a lack of interest and intelligence.

**Primary Schools.**

51. The work in the large primary schools is fairly satisfactory but the infant class is usually neglected. In the single teacher primary schools the teacher is handicapped by having to teach five classes, a task which it is impossible for anyone to accomplish with success.

The Punjab Association which maintains nine schools in Lahore effected considerable improvements in the pay of the staff and equipment. It is however regrettable that a committee of Indian ladies appointed to visit the schools and suggest improvements took no action.

**Buildings.**

52. Very little could be accomplished during the past year owing to the high cost of building materials. Several important projects, notably the Municipal Girls' School, Amritsar, will, I trust, be shortly put in hand.

**Female Education Conference.**

53. A conference on the education of girls was held in February 1919 in Lahore at which a number of important recommendations were made. If Government finds it possible to adopt them, they will set our existing schools on a better basis and mark out suitable lines for advance in the future. The conference felt that while our girls' schools were still so few in number it should be possible to set a higher standard of efficiency for them in the matter of staffing and pay than it would now be possible to introduce into boys' schools. It therefore recommended—

(*i*) that there should be at least one teacher for every 30 girls; and that there should be two teachers in every full primary school;

(*ii*) that a standard minimum scale of salaries as under should be introduced for all teachers in board or aided schools :—

| | Rs. | |
|---|---|---|
| Untrained assistant ... ... | 12 | per mensem. |
| „ Headmistress ... ... | 15—20 | „ |
| J. V. Certificated teacher ... ... | 20—30 | „ |
| S. V. „ „ ... ... | 30—40 | „ |

It further recommended that there should be an outstation allowance (the conference suggested Rs. 7-8-0 per mensem, which is perhaps high) for all female teachers obliged to live away from their homes. Great difficulty is experienced in getting women teachers to take posts in villages owing partly to their natural disinclination to live away from their families and partly to the difficulties of finding suitable accommodation and making arrangements for food, etc. It was thought that an allowance of this nature might act as an inducement, and would be justified by the increased expenditure entailed on outstation teachers.

With regard to the expansion of education the conference recommended that a survey should be made of the needs for more schools ; not an exhaustive survery such as was made in the case of boys' schools (*vide* paragraph 29) but an enquiry as to the places where new girls' schools were likely to meet with success. Such a survey is now being carried out.

It further suggested since the attendance at a denominational school is generally better than at a Board school, that District Boards might open new schools through the agency of private bodies, *i.e.*, the Board should select a suitable place for a school, and provide the funds for its maintenance but ask some local religious association to undertake the management.

This is a complete reversal of the policy adopted with regard to boys' schools where Boards' schools are rapidly replacing aided institutions ; but the cases are not parallel for whereas Urdu is the recognised vernacular in all boys' schools, there are more Hindi and Gurmukhi than Urdu girls' schools, and the children in a girls' school generally belong to one community. The recommendation is interesting but its consideration must await the result of the survey of our needs for new schools.

Among many other valuable recommendations that with regard to buildings for girls' primary schools deserves special mention. The cost of building a decent girls' school with the necessary high purdah wall round the compound has so often proved prohibitive that most of the primary schools are housed in very unsatisfactory hired buildings. The conference recommended that since the purdah wall is a necessity, expenditure might well be concentrated on that, the school premises consisting of a plot of ground surrounded by a high wall, against which sheds should be built for classrooms. Chicks for these sheds would be needed to keep out the sun but the cost of the schools apart from the enclosure walls would be very small. The centre plot would naturally be grassed and trees planted under which classes could be held in suitable weather. The ordinary drawbacks to an open air school, namely, the nuisances caused by wind, dust and stray animals, are obviated by the protection afforded by the purdah walls. The scheme is original but appears to offer a practical solution to a very real difficulty.

**Domestic Science.**

54. Miss Graham, the new Inspectress of Domestic Science, visited a number of secondary schools and gave advice as to the teaching. From January 15th to April 10th she held classes daily in domestic science. Over a hundred girls from various city schools came each once a week for lessons in cookery and laundry work ; twice a week Indian ladies were invited to attend and did come in large numbers. On Thursday afternoons a largely attended class of teachers came from city schools to cookery lectures. These courses were by way of an experiment and the great success which they achieved would warrant their being put on a permanent basis ; but if so a special staff for them would be needed.

## CHAPTER IX.

### Education of Europeans.

Numbers.

55. The number of public schools decreased by 1 to 33 owing to the closing of the small and unsatisfactory railway school at Bahawalnagar. Of these 4 (the two departments of the Lawrence Military Asylum, Sanawar, and of the Lawrence School, Ghora Gali) are maintained by Government; the remainder are aided schools under private management, 14 of the Church of England, 11 of the Roman Catholic Church, 1 of the Church of Scotland, and 3 of Railway authorities.

Thirteen of the public schools are for boys and 20 for girls. The number of scholars in them increased by 74 to 3,024.

The total direct expenditure on European schools increased by Rs. 22,02' to Rs. 3,94,779. This expenditure is distributed as follows:—

| | Rs. |
|---|---|
| From Imperial revenues ... ... ... | 60,174 |
| ,, Provincial ,, ... ... ... | 1,84,128 |
| ,, Fees ... ... ... | 1,09,409 |
| ,, Other sources ... ... ... | 41,068 |

Buildings.

56. The material conditions of the larger schools are far from satisfactory. They are as a rule housed in buildings which were originally constructed as private residences and which are ill-adapted for school purposes; moreover the increase in attendance has not been accompanied by an increase in the accommodation. The dormitories are seriously overcrowded, and the classrooms are unsuitable. These defects are most notable in the case of the Ayrcliff and Auckland House Schools at Simla.

Even the schools with new buildings such as the Lawrence School, Ghora Gali, have no accommodation provided for science or domestic economy.

Special capital grants of Rs. 30,000 to the Ayrcliff School and of Rs. 15,000 to St. Denys', Murree, were made last year, but these sums represent but a small fraction of the outlay required.

The whole question of hill school accommodation needs serious consideration.

Staff.

57. The total number of teachers is 201 of whom 144 are trained, an improvement on the figures of last year. But great difficulty is still experienced in recruiting masters for boys' schools. This is partly due to the absence of masters in the I.A.R.O., but chiefly to the fact that the best boys' schools in the Punjab have not been sending their ex-students for training to Sanawar. Nor is the Inspector of European Schools wholly satisfied with the trained teachers from St. Bede's. The provident fund rules have been revised and the fund is very popular.

Examinations.

58. The results of the departmental examinations were not so satisfactory as usual, but this is no doubt largely due to the interruption to school studies caused by the serious outbreak of influenza last year. Of 71 candidates for the High School examination (33 boys and 38 girls) only 46 passed (25 boys and 21 girls). Of 163 candidates for the Middle School examination 122 passed.

The results of the Cambridge Local examinations were very poor; one out of six passing the Senior Cambridge, one out of seven the Junior Cambridge, and two out of ten the Preliminary examination.

A board of moderators was established last year for the departmental examinations and the beneficial results of this change were at once apparent, no complaints (such as were frequent in previous years) having been received as to the nature of the papers. Another innovation was the holding of an oral test in Urdu; a subject which had been much neglected hitherto. This test was conducted by the Reporter on Books, who submitted a valuable report on the Urdu teaching. His visits should do much to improve the work in this subject.

The primary school scholarship examination was abolished as the candidates are too young to stand the test of a formal examination. In future primary scholarships will be awarded by the Inspector after testing the most promising candidates selected by head teachers. In order that small schools shall not suffer whose pupils are unable to compete on level terms with those of large well staffed institutions, the number of scholarships has been increased.

Work.

59. One of the chief needs of European schools is a revision of the curriculum to permit a wider differentiation between the work of the boys and the girls, and the introduction of more modern subjects such as science and domestic economy. For neither of these subjects are there at present qualified teachers or school accommodation.

Miss Graham, Inspectress of Domestic Science, was however able to effect improvements in the teaching of needlework, in which a new syllabus has been introduced.

The revision of the girls' school curriculum has been taken up. Draft syllabuses in various subjects have been prepared by the Department which are now under the consideration of headmistresses.

The late Inspector of European Schools has submitted an interesting report on the work of the schools. His criticisms may be summarised by saying that he considers that the ideals which should underlie the work, *i.e.*, the creation of loyal and useful members of the community, are too often lost sight of, and the interests of the pupils are too narrow, and their future careers not sufficiently studied.

Collegiate Education.

60. This criticism is borne out by the very small number of pupils who proceed to a higher education after leaving school. There is no good reason why Anglo-Indian boys of ability should not enter such professions as the law and medicine, yet no student of this community is at present enrolled in either of the law or medical colleges at Lahore. One obstacle in the way of their attendance at Colleges has been the absence of any Collegiate hostel for Anglo-Indians at Lahore, but this obstacle owing to the generous and successful efforts of the Reverend Oswald Younghusband will shortly be removed.

Notes on Special Schools.

61. This is the last year in which the Punjab Government will share in the management of the Lawrence Military Asylum, which was transferred to the control of the Military Department with effect from April 1919, though its work will of course continue to be inspected by the Inspector of European Schools. The material needs of the Asylum, although many improvements have been effected in recent years, are still very great; but the efficiency and tone of the institution are as high as ever.

Mr. Barne, the Principal, will still retain his connection with the Punjab Government as Superintendent of the Teachers' Training class. The latter (*vide* paragraph 39) will soon be housed in a fine new building, and it is hoped that the site which is occupied by the present class rooms will be used for the erection of an up-to-date boys' school.

The work of the Lawrence School, Ghora Gali, was of a very high level as may be judged from the fact that the school headed the list in both the High and Middle school examinations and won no less than twelve scholarships. (Incidentally all the girls sent up for the middle examination passed, a remarkable result when the general percentage of passes at the examination is considered.) This result is all the more creditable in that the school suffered severely from influenza, and that there were several changes in the staff. The scale of staff was completely revised in September 1918, several new posts being added and the pay of the teachers—especially the senior masters—considerably enhanced. Married quarters for three of the senior masters, and a new hospital were also sanctioned. The chief need of the school is some provision for science teaching.

A large plot of ground with two cottages were purchased for extensions to St. Denys' School, Murree, and the Station School, Rawalpindi, was enlarged with the help of a Government grant.

The financial condition of the Bishop Cotton School, which had long been precarious, was so critical last year that the Governors proposed to lease the school to a committee which intended to open a special school for officers' children unavoidably detained in India during the war. This proposal fell through with the opening of passages to England at the armistice, and the Governors decided to make one further attempt to reopen the school on the old lines with increased fees and a stronger staff, in the recruitment of which they were kindly assisted by the Army Department. The experiment has proved a complete success, the school reopening in March under its new headmaster, the Reverend F. Gillespy, with over 100 pupils, a number which has since increased. There is every hope that this important school has again a successful future before it.

## CHAPTER X.

## Education of Special Classes.

### (*i*) *Muhammadans.*

62. The following table shows the number of scholars of the chief communities in the Punjab attending educational institutions of all kinds :—

| | | Muhammadans. | | | | Hindus. | | | | Sikhs. | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1918-19. | 1917-18. | Increase. | Decrease. | 1918-19. | 1917-18. | Increase. | Decrease. | 1918-19. | 1917-18. | Increase. | Decrease. |
| Arts Colleges | English ... | 886 | 921 | ... | 35 | 2,872 | 2,832 | 40 | ... | 613 | 671 | ... | 58 |
| | Oriental ... | 32 | 35 | ... | 3 | 79 | 71 | 2 | ... | 6 | 6 | ... | ... |
| Professional Colleges. | Law ... | 63 | 59 | 5 | ... | 391 | 356 | 35 | ... | 41 | 22 | 19 | ... |
| | Medicine ... | 49 | 37 | 12 | ... | 215 | 203 | 12 | ... | 60 | 49 | 11 | ... |
| | Engineering ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Teaching ... | 88 | 91 | ... | 3 | 126 | 123 | 3 | ... | 40 | 42 | ... | 2 |
| | Agriculture ... | 72 | 49 | 23 | ... | 36 | 31 | 5 | ... | 51 | 32 | 19 | ... |
| | Veterinary ... | 132 | 135 | ... | 3 | 39 | 44 | ... | 5 | 41 | 38 | 3 | ... |
| | Total ... | 1,322 | 1,326 | ... | 4 | 3,752 | 3,660 | 92 | ... | 852 | 860 | ... | 8 |
| Secondary Schools. | Anglo-Vernacular. | 27,902 | 26,399 | 1,503 | ... | 44,815 | 43,751 | 1,064 | ... | 12,326 | 12,230 | 1,096 | ... |
| | Vernacular .. | 10,828 | 10,226 | 602 | ... | 13,457 | 13,320 | 137 | ... | 3,800 | 3,611 | 189 | ... |
| | Total ... | 38,730 | 36,625 | 2,105 | ... | 58,272 | 57,071 | 1,201 | ... | 17,126 | 15,841 | 1,285 | ... |
| Primary Schools ... ... | | 103,561 | 101,810 | 1,751 | ... | 103,848 | 103,471 | ... | 128 | 34,577 | 34,264 | 313 | ... |
| Training Schools ... | | 433 | 301 | 132 | ... | 379 | 407 | ... | 28 | 72 | 84 | ... | 12 |
| Medical Schools ... ... | | 139 | 139 | ... | ... | 155 | 169 | ... | 14 | 107 | 107 | ... | ... |
| Technical and Industrial Schools. | Mayo School of Art. | 132 | 147 | ... | 15 | 60 | 68 | ... | 8 | 29 | 19 | 10 | ... |
| | Industrial Schools. | 1,557 | 1,362 | 195 | ... | 860 | 769 | 91 | ... | 287 | 212 | 45 | ... |
| | Commercial Schools. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Reformatory Schools. | 41 | 47 | ... | 6 | 43 | 36 | 7 | ... | 1 | 3 | ... | 2 |
| | Other Special Schools. | 25 | 31 | ... | 6 | 105 | 44 | 61 | ... | 6 | 4 | 2 | ... |
| | Engineering Schools. | 36 | 32 | 4 | ... | 45 | 50 | ... | 5 | 15 | 16 | ... | 1 |
| Total of Public Institutions... | | 145,976 | 141,820 | 4,156 | ... | 167,014 | 165,745 | 1,269 | ... | 53,042 | 51,410 | 1,632 | ... |
| Private Schools ... ... | | 17,904 | 21,748 | ... | 3,944 | 12,376 | 11,882 | 494 | ... | 2,434 | 2,652 | ... | 218 |
| Total of Scholars and Institutions of all kinds. | | 163,780 | 163,568 | 212 | ... | 179,390 | 177,627 | 1,763 | ... | 55,476 | 54,062 | 1,414 | ... |

For the purpose of estimating educational progress attendance at private schools which are as a rule purely religious institutions may be left out of account. It will then be seen that the foregoing table discloses a most satisfactory increase in the number of Muhammadans in schools. The attendance at Arts Colleges it is true (918) is little more than the attendance in 1916-17 (888); but in all other classes of institutions the Muhammadan element shows a large increase, an increase in fact more than double of that achieved by either of the other communities. The increase is entirely confined to the Rawalpindi and Multan Divisions.

The percentage of scholars belonging to the Muhammadan community in the secondary stages of education is as follows :—

| Secondary schools. | High stage. | Middle stage. |
|---|---|---|
| 28·56 | 24·38 | 29·76 |

Several Inspectors comment on the difficulties Islamia schools experience in keeping efficient managing committees. The activities of the Anjuman-Taraqqi-i-Islam, Amritsar, in providing scholarships for poor Muhammadans deserve special mention.

### (*ii*) *Jains.*

63. Out of 157 372 non-Brahman Hindus in public institutions there were 1,463 Jains, namely, 78 in Colleges, 446 in secondary schools, 936 in primary schools and 3 in special schools.

### (*iii*) *Education of Upper Classes.*

64. The average number of students on the rolls of the Aitchison College during the year was 93.

The death of His Highness the Maharaja of Faridkot deprived the College of a member of a Committee who had taken a keen personal interest in the management of the institution.

The staff suffered somewhat from changes of personnel, amongst other absentees being Mr. A. A. Ritchie, who joined the Indian Army Reserve of Officers. The proposals referred to last year for the improvement of the salaries of the staff still await the sanction of the Government of India.

Meanwhile the enhancement in the rate of fees has brought in an additional income of Rs. 6,000.

### (*iv*) *Education of Low Castes.*

65. There has been a falling off in the number of boys attending low caste schools. This the Inspector of the Ambala Division ascribes no doubt correctly to the ravages of influenza amongst these poor people.

On the other hand the Inspector of Jullundur reports an increasing number of low caste children attending ordinary village schools, and still more remarkable is the fact that attendance at low caste schools is by no means confined to low caste children. For example, out of 813 children in the 23 schools of this kind in the Lahore Division 8 were Brahmans, 44 non-Brahmans, 49 Muhammadans and 227 Christians ; only half the enrolment belonging strictly speaking to the Hindu low castes. Of these 23 schools 14 are maintained by Christian missions and 5 by the Arya Samaj.

## CHAPTER XI.

## Text-Book Committee.

66. The number of books submitted for the consideration of the Text-Book Committee further declined from 384 to 280. This decrease was undoubtedly due to the high cost of printing and publishing during the war. Text-Book Committee.

The work of the Text-Book Committee did not however decrease. The opportunity was taken to consider the Committee's authorised list of books, which has not been revised for a number of years, with a view to eliminating books which are now obsolete, *i.e*, superseded by superior works of the same kind, or which owing to changes in the school curriculum are no longer of use to schools. This work was undertaken by the various standing sub-committees each dealing with the books on their own subjects. The revision was no light task as it was necessary before eliminating any book to compare it with the other similar works which it is proposed to retain. This undertaking was, however, practically completed at the end of the year.

The Urdu readers published by the Committee were revised ; and various new publications completed for press.

The term of contract with the Committee's printers lapsed at the close of the year and tenders for a new contract for five years were called for. The contract had been renewed in 1914 without an invitation for tenders, but the committee did not wish it to be understood that they had given any particular firm the monopoly. It was decided to invite tenders for the whole contract and also for individual books. It was thought that possibly by this means the work of the Committee might be distributed between different firms. The three tenders received were, however, all for the whole contract. Ultimately it was decided to accept the tender of the old contractors, which was for one lakh thirty thousand rupees, an improvement of thirty thousand rupees on the terms of the previous contract.

Only eleven books were received for consideration in connection with the award prizes : and under the revised rules for such awards (*vide* last year's report, paragraph 59) none of these was considered worthy of a prize.

Three of the seven committees appointed last year to standardise technical terms in Urdu completed their task. The remaining four will complete the work this year In view of the very great importance and difficulty of this work this slow rate of progress is inevitable.

Mr. Parkinson, Vice-Principal of the Central Training College, took over the secretaryship from Mr. Tydeman on the latter's deputation to the Publicity Committee. The attendance at sub-committee meetings was very satisfactory, and the Education Department is much indebted to the members and to the numerous reviewers for their honorary work.

# APPENDIX A.

C. M. No. 261-S., dated Lahore, 24th August 1918.

From—The Hon'ble Mr. J. A. RICHEY, M.A., Under-Secretary to Government, Punjab, Home (Education) Department,

To—All Deputy Commissioners in the Punjab.

I AM directed to address you on the subject of the improvement and expansion of vernacular education in the areas administered by District Boards. The Lieutenant-Governor believes that this matter is of such importance in the present conditions of the Punjab that not even the pre-occupations arising out of the war nor the restrictions imposed by it on Provincial finances should delay the adoption of a vigorous forward policy in the matter of vernacular education. Indeed Government has, during the past year, taken various measures for the initiation of such a policy, the most important of which are—

(*i*) the formulation of a programme for the expansion of vernacular education in rural areas (my letter No. 260 of June 16th, 1917, to the address of Divisional Commissioners);

(*ii*) the introduction of a Compulsory Primary Education Bill into the Punjab Legislative Council.

The policy may be summarised as the provision of adequate facilities for vernacular education where such do not exist, and the introduction of the principle of compulsion by local option where such facilities have been provided.

2. The first measure naturally precedes the second and I am, therefore, directed to lay before you the proposals of Government for realising the ideal which was formulated in the following words in paragraph 6 of my letter of June 16th, 1917: —"Ultimately Board schools should be established at every centre where an average attendance of not less than fifty children may be expected; provided that a distance of two miles by the nearest route should ordinarily intervene between two Board schools."

The letter proceeded to give directions for the preparation by inspecting officers of the Education Department of District maps showing the existing conditions and the ultimate needs of each district in the matter of vernacular education. These maps have since been prepared and have undergone careful scrutiny and comparison in my office. Where necessary, deductions or additions have been made in the number of projected schools in order to bring the proposals for all districts to a common standard.

The maps in their final form constitute a record, permanent in so far as it is possible for such a record to be in view of the fluctuations of the population, of the ultimate requirements of the province in the matter of vernacular education. It is proposed to have copies of the maps made for the use of Commissioners, District Boards and educational officers.

3. In paragraph 8 of the letter of June 16th, 1917, it is stated that "the question of providing funds for systematic annual progress towards the fulfilment of this programme is being separately considered by Government; as also the most suitable system by which such funds may be distributed to District Boards."

A Committee on District Board Educational Finance met in October 1917, and considered these questions. A copy of the proceedings of this Committee, which dealt with many matters of the greatest importance to District Boards, will be found attached to this letter (Appendix A).

The resolutions with which this letter is primarily concerned are:—

(*a*) Resolution I read in conjunction with Resolutions XI, XII and XIII, which deal with programmes: and (*b*) Resolutions VI, VII, VIII, IX, and the Appendix, which deal with finance.

It will be seen that the Committee recommended—

(*a*) that progress should be made towards the fulfilment of the ultimate programme by a series of five-year programmes to be

administratively sanctioned by District Boards on the understanding that Government will pledge itself to meet a fixed proportion of the cost of every approved programme;

(*b*) that District Boards should be graded in accordance with their financial position and capacity; and that the proportion of the cost of each Board's programme to be met from Provincial revenues should be determined by the grade assigned to the Board. A detailed explanation of the scheme will be found in the Appendix to the Committee's proceedings.

4. In accordance with recommendation (*a*) District Inspectors were asked to submit programmes for (*i*) the improvement and expansion of vernacular education in their districts during the period 1918-19—1923-24; (*ii*) capital expenditure on equipment and buildings during the same period.

These programmes have been checked in my office and in a few cases modified in order to introduce a comparatively uniform rate of expansion, and to correct any wide divergencies in the estimated cost of the component items (*e.g.*, the cost of converting an aided elementary school into a Board School, the equipment needed for a Middle school, etc., etc.). A reasonable amount of latitude has, however, been allowed, and the programmes are substantially in the form submitted by District Inspectors.

5. In accordance with recommendation (*b*) (see paragraph 3 *supra*) District Boards have been graded for the purpose of Provincial grants.

In determining the grade of each Board a number of factors have been taken into consideration by the Lieutenant-Governor, *e.g.*—

(*a*) the proportion of its net income (excluding Government grant and income from school fees) which the Board spends on education;

(*b*) the local rate levied by the Board and its present liabilities and financial resources, actual and potential;

(*c*) its normal annual surplus under present conditions;

(*d*) the actual amount of money required for the fulfilment of its five-year programme;

(*e*) the claims which the rural population have established for special support from Government, *e.g.*, by the assistance rendered in the present war.

Taking two-thirds as a liberal estimate of what Government should at this stage contribute towards the recurring expenditure for the Province as a whole, the proposed contribution in individual cases varies from 50 per cent. in prosperous districts, such as Lahore, Karnal, Montgomery and Lyallpur, to 60 per cent. in Sailkot and all other districts not specifically mentioned, 70 per cent. in Hissar and Ludhiana, 80 per cent. in Attock, Mianwali, Rohtak, Gurgaon, Kangra and Dera Ghazi Khan, while in recognition of the comparative poverty and the exceptional services of the rural population in Jhelum and Rawalpindi, the Lieutenant-Governor has decided that Government should bear the whole recurring cost of the five-years' programme in those districts.

The present expenditure by Government on educational grants to District Boards is Rs. 12,66,359.

It is calculated that to give effect to the proposals on the above lines will involve an expenditure by Government of three lakhs in the first year rising to eight lakhs in the fifth and successive years of the programme, and Government is willing to make provision accordingly provided the District Boards will contribute on the above percentages an aggregate equal roughly to one-half of the Government subsidy.

There are four sources from which a District Board can find the additional funds required for its educational programme:

(*a*) The ordinary income of the Board, by diversion from other heads of expenditure when its allotment for education is low in com-

parison. Twenty-five per cent. may be taken as a fair proportion of a Board's net income to be devoted to education.

(*b*) Enhancement of the local rate, when the rate levied by the Board is less than the maximum.

(*c*) The normal annual surplus of the Board.

(*d*) New taxation under section 31 of the District Boards Act, either in the form of a special educational cess, or in a more general form as has recently been imposed by the Attock District Board on the well-to-do rural population who do not pay local rate, but benefit by the institutions maintained by the Board.

## NON-RECURRING EXPENDITURE.

6. The programme for your Board for capital expenditure on equipment and buildings will be found at Appendix D.

It will be seen that the cost of this programme is large; indeed the aggregate cost of the programmes for the whole Province exceeds fifty lakhs.

Under present conditions the Local Government cannot undertake to meet a similar proportion of the cost of these programmes within a period of five years, nor is it probable that more than a few District Boards are in a position to guarantee their share of the non-recurring cost.

Moreover, there are practical difficulties in the way of embarking on any large building schemes at the present time. Over half of the non-recurring expenditure is on account of middle schools and the construction of these should be deferred, except in very urgent cases, while prices of materials remain abnormally high. The erection of Primary schools—materials for which can as a rule be obtained locally—in accordance with the programme need not be deferred.

If the scheme is generally accepted Government will be willing to set aside a provision of 2 lakhs annually for the next 5 years for building and equipment grants and will be prepared within that limit to meet $\frac{3}{4}$ of the cost in the case of Boards graded at 70 per cent, or more for recurring expenditure and half of the cost in other cases.

The money will be allotted to meet most urgent needs. The total contribution of Boards by this calculation would therefore be about $1\frac{1}{4}$ lakhs, but where the Boards are in a position to extend the building programme at their own cost they should be encouraged to do so.

It is also probable that in many cases villages in which it is proposed to establish new Primary schools will themselves be willing to provide up to half of the cost, and this has been the common practice in the past in Lyallpur and Ferozepore. Such contributions would of course be excluded from the District Board share referred to above. Another alternative would be that suggested by the District Board Finance Committee in Resolution No. X that private persons should be encouraged to erect school buildings of approved design and rent them to the Boards.

7. The provision for non-recurring expenditure made by your Board during the present year and its requirements during the 5-yearly period should be indicated in your reply to this letter.

## RECURRING EXPENDITURE.

8. (*a*) The ultimate programme for your District Board is embodied in the map which is returned herewith, comments on which will be found in Appendix B to this letter. If changes have been made by this office in the number of proposed schools, corresponding alterations should be made in the maps, which should then be returned to me. Copies of the map in its final form will be supplied for use in your office.

(*b*) The five-year programme of your District Board will be found in Appendix C. It may be summarised as follows :—

*Board.*

| Number of institutions. | | | | | | Cost in fifth year. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| *Existing.* | | *Ultimately needed.* | | *Proposed to open in 1918-23.* | | | | | | |
| Vernacular Middle. | Primary. | Vernacular Middle. | Primary. | Vernacular Middle. | Primary. | Improvement of existing schools.* | New Vernacular Middle schools. | New Primary schools. | Provident Fund, etc. | Total. |
| | | | | | | | | | | |

*It may be explained that the proposals include (*a*) provision of assistants in larger Primary schools, (*b*) annual increments to the teaching staff, (*c*) replacement of untrained by trained teachers, (*d*) conversion of aided elementary into Board schools.

The Lieutenant-Governor has assigned the grade of to the District Board ; that is to say, Government is prepared to meet per cent. of the annual cost (amounting in the fifth year to Rs. ) of the above programme if the Board is prepared to find the remaining per cent. (*i.e.*, in the fifth year Rs. ).

9. I am accordingly to invite an early consideration of the programme by the District Board and to request that a reply may be sent to the following questions before 15th October :—

(*i*) Does the Board approve the five-year programme, jointly prepared by your district educational officer and this department, as a reasonable measure of advance towards the fulfilment of the ultimate programme ?

(*ii*) If the Local Government will meet the proportion of the annual cost mentioned in paragraph 8 (*b*) of this letter, is the District Board prepared to meet the balance from its own resources ?

(*iii*) If the answers to questions (*i*) and (*ii*) are in the affirmative how much of the first year's programme is the Board prepared to carry out during the present year 1918-19 ? What would be the cost involved this year ?

*N. B.*—(*a*) It must be remembered that even if a commencement is made in October, only a third of the first year's estimate will be required.

(*b*) Any new schools already opened this year, *i.e.*, since the programme was prepared, will naturally be reckoned as part of the first-year programme and entitle the Board to a proportionate grant from Provincial revenues.

10. Before coming to a decision on these questions the Board should realise—

(*a*) that there are two essential conditions to the issue of the Government grant, namely, those laid down in Resolution VI of the District Board Finance Committee (Appendix A) ;

A comment on the scale of salaries in force under the Board will be found in Appendix E.

(*b*) that acceptance by the Board of the five-year programme and the financial liabilities it entails will commit the Board to its completion in five years, but will permit of variations in the rate of progress from year to year as the Board may think advisable ;

(*c*) that the proposals apply to boys' schools only. The suggestion of the Committee that during the first year girls' schools also should be included in the programmes could not be adopted, as many District Inspectors omitted them from their calculations ;

(*d*) that acceptance by the Board of the five-year programme, towards the cost of which Government will contribute, is not in any way intended to discourage the Board from proceeding more rapidly with the expansion of education, if its finances permit it to do so without further help from Government.

11. In conclusion I send for your information a summary (Appendix F) showing the present position of vernacular education in the whole Province, and the ultimate and five-year programmes for its improvement and expansion.

From this summary it will be seen that if the rate of progress suggested in the five-year programmes is maintained, it should be possible to bring facilities for vernacular education within a reasonable distance of all boys of school-going age in a period of fifteen years, and the Lieutenant-Governor trusts that this ideal will be kept steadily in view and that by close co-operation between the Government the Boards and the rural population it will be achieved.

The following suggestions are offered for consideration when framing salary scales for Board school teachers. A salary scale, to be satisfactory, should offer to every duly qualified teacher (besides a sufficient starting salary), a reasonable prospect of regular periodical promotion up to a minimum limit, on satisfactory work and conduct, with a further prospect of rising after a due interval to a higher limit by regular gradation—allowance being made for retarding or accelerating promotion according to the merits of the teacher. A scale for vernacular teachers already accepted in some districts is as follows :—

| | | |
|---|---|---|
| Junior Vernacular Teachers | ... | Class A Rs. 15—1—20<br>„ B „ 20—2—30 |
| Senior Vernacular Teachers<br>Gurmukhi Giani<br>Maulvi Alam<br>Munshi Alam | ... | „ A „ 20—2—30<br>„ B „ 30—3—50 |
| Shastri<br>Maulvi Fazal<br>Munshi Fazal | ... | To start at Rs. 26 the 3rd grade in Class A above. |
| Gymnastic Certificated Teachers | ... | Rs. 20—2—30, with a few special posts, and extra increments for those who have profited from the special courses held by the Adviser on Physical Education. |

(Increment to be ordinarily annual, but promotion from class to class on special selection after satisfactory previous service. On an average, five years might be expected to intervene between Classes A and B.)

Where annual, or sufficiently regular, increment is not ensured by an incremental scale of this kind, it is important so to proportion the number of posts in each grade that promotion shall be regular and rise to a reasonable maximum without excessive breaks or delay.

Since the data provided by District Inspectors with their five-year programmes was in some cases incomplete, I should be glad if with your reply to this letter a statement could be sent showing—

(1) the scale of grades and classes for teachers' salaries,

(2) the number of posts in each grade,

(3) the interval which may ordinarily be expected to elapse between promotions and between the year of first appointment and the attainment of maximum grades.

Special remarks on Board Salaries.

## Abbreviated Summary, Numerical and Financial.

| | Districts. | Male rural population (approximate). | Existing Vernacular Schools. | | Total additional numbers contemplated (as in maps).* | | Completed five-year programme. | | | | | | Total recurring charge. | Resultant number of Schools after 5 years. | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | New Schools. | | Recurring cost in 5th year. | | | | | | |
| | | | Middle. | Primary or Elementary. | Middle. | Primary. | Middle. | Primary. | Improvement of existing Schools.† | Maintenance New Middle Departments (column 7). | Maintenance New Primary Schools (column 8). | Additional Provident Fund (present and new Schools). | | Middle. | Primary. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| | | | | | | | | | Rs. | Rs. | Rs. | Rs. | Rs. | | |
| Ambala Division. | Hissar | 422,209 | 5 | 164 | 19 | 211 | 5 | 75 | 13,773 | 5,880 | 21,600 | 2,174 | 43,427 | 10 | 239 |
| | Rohtak | 374,366 | 7 | 142 | 11 | 158 | 2 | 40 | 18,359 | 2,032 | 11,520 | 1,800 | 33,711 | 9 | 182 |
| | Gurgaon | 366,131 | 6 | 152 | 9 | 106 | 4 | 50 | 15,926 | 4,460 | 14,400 | 1,890 | 36,676 | 10 | 202 |
| | Karnal | 425,739 | 5 | 109 | 17 | 219 | 3 | 50 | 19,371 | 3,670 | 14,400 | 2,077 | 39,518 | 8 | 159 |
| | Ambala | 344,961 | 9 | 173 | 11 | 213 | 2 | 65 | 19,958 | 2,350 | 18,720 | 2,276 | 43,304 | 11 | 238 |
| | Simla | 10,611 | | 12 | ... | 6 | ... | 5 | 3,423 | ... | 2,320 | 330 | 6,082 | ... | 17 |
| Jullundur Division. | Kangra | 401,109 | 6 | 220 | 13 | 146 | 3 | 58 | 22,435 | 4,200 | 15,120 | 2,308 | 44,063 | 9 | 276 |
| | Hoshiarpur | 491,745 | 5 | 256 | 21 | 181 | 5 | 50 | 26,392 | 6,180 | 13,750 | 2,585 | 48,907 | 10 | 306 |
| | Jullundur | 410,060 | 15 | 191 | 5 | 125 | 5 | 50 | 24,850 | 6,180 | 15,000 | 2,543 | 48,573 | 20 | 241 |
| | Ludhiana | 268,014 | 14 | 118 | 2 | 82 | 1 | 40 | 25,100 | 1,290 | 12,000 | 1,909 | 40,299 | 15 | 158 |
| | Ferozepore | 516,937 | 3 | 190 | 21 | 253 | 10 | 85 | 28,100 | 12,460 | 23,375 | 2,922 | 66,857 | 13 | 275 |
| Lahore Division. | Lahore | 451,985 | 7 | 144 | 16 | 273 | 5 | 80 | 21,713 | 7,180 | 24,000 | 2,816 | 55,659 | 12 | 224 |
| | Amritsar | 407,705 | 6 | 192 | 7 | 133 | 5 | 50 | 27,597 | 5,720 | 12,500 | 2,621 | 48,438 | 11 | 242 |
| | Gurdaspur | 465,846 | 5 | 252 | 20 | 222 | 15 | 75 | 14,527 | 14,700 | 22,500 | 2,713 | 54,440 | 20 | 327 |
| | Sialkot | 504,104 | 15 | 225 | 14 | 236 | 5 | 79 | 33,680 | 6,480 | 23,700 | 3,524 | 67,384 | 20 | 304 |
| | Gujranwala | 501,980 | 8 | 177 | 19 | 292 | 8 | 100 | 25,130 | 9,642 | 25,000 | 3,217 | 62,989 | 16 | 277 |
| Rawalpindi Division. | Gujrat | 390,615 | 5 | 183 | 10 | 88 | 4 | 38 | 18,058 | 5,280 | 17,400 | 2,181 | 42,919 | 9 | 221 |
| | Shahpur | 370,706 | 5 | 186 | 13 | 145 | 5 | 50 | 28,395 | 6,180 | 13,750 | 2,383 | 45,708 | 10 | 236 |
| | Jhelum | 254,876 | 5 | 126 | 7 | 49 | 3 | 40 | 18,190 | 4,590 | 10,570 | 1,835 | 35,185 | 8 | 166 |
| | Rawalpindi | 239,067 | 3 | 135 | 9 | 92 | 7 | 47 | 21,722 | 9,874 | 12,408 | 2,316 | 46,320 | 10 | 182 |
| | Attock | 270,403 | 6 | 110 | 5 | 115 | ... | 57 | 25,149 | ... | 13,750 | 2,259 | 43,083 | 6 | 167 |
| | Mianwali | 175,836 | 3 | 120 | 6 | 85 | 4 | 16 | 13,090 | 5,780 | 4,800 | 1,287 | 24,957 | 7 | 136 |
| Multan Division. | Montgomery | 287,063 | 5 | 119 | 5 | 100 | 3 | 30 | 17,090 | 3,410 | 7,500 | 1,576 | 29,576 | 8 | 149 |
| | Lyallpur | 473,574 | 8 | 321 | 10 | 200 | 5 | 65 | 24,535 | 6,680 | 16,900 | 2,638 | 50,753 | 13 | 386 |
| | Jhang | 263,916 | 5 | 157 | 7 | 93 | 4 | 40 | 14,498 | 5,180 | 12,000 | 1,715 | 33,393 | 9 | 197 |
| | Multan | 388,423 | 4 | 164 | 9 | 141 | 3 | 50 | 18,306 | 3,510 | 13,750 | 1,969 | 37,535 | 7 | 214 |
| | Muzaffargarh | 305,758 | 5 | 150 | 5 | 68 | 2 | 30 | 22,934 | 2,470 | 8,400 | 2,141 | 35,975 | 7 | 180 |
| | Dera Ghazi Khan | 261,991 | 3 | 125 | 7 | 75 | 4 | 50 | 14,516 | 5,180 | 16,800 | 1,956 | 39,452 | 7 | 175 |
| | Total ... | 10,045,720 | 173 | 4,613 | 298 | 060 | 122 | 1,463 | 5,71,856 | 1,50,508 | 4,17,933 | 61,961 | 12,01,383 | 294 | 6,076 |

* Representing roughly the number required to bring Primary education within reach of all boys of Primary school-going age.
† Including cost of conversion of Aided schools and increases of pay and establishment.

# APPENDIX B.

C. M. No. 77, dated 19th February 1919.

From—The Hon'ble Mr. J. A. RICHEY, M. A., Under-Secretary to Government, Punjab, Home (Education) Department,

To—All Commissioners, Deputy Commissioners and Inspectors of Schools in the Punjab.

I AM directed to address you on the subject of Agricultural Education in the Punjab.

The resolutions of the All-India Conference on Agricultural Education held at Simla in June, 1917, were considered by the Punjab Agricultural and Education Departments and tentative proposals were submitted to a provincial conference on Agricultural Education held in April, 1918, under the chairmanship of the Hon'ble Mr. H. J. Maynard, C.S.I., and attended by leading representatives of the agricultural community. This conference dealt primarily with elementary and vernacular agricultural education. A second conference held in Simla in July under the chairmanship of the Hon'ble Mr. C. J. Hallifax, C.B.E., after considering the question further in its relation to Anglo-vernacular education, submitted a complete scheme for agricultural education in the Punjab together with an estimate of its initial cost.

The Punjab Government accepted the recommendations of the two provincial conferences and forwarded them to the Government of India with a request for financial assistance towards the introduction of the scheme.

The Government of India signified its approval of the scheme, which is described in this letter, by sanctioning a grant from Imperial revenues of Rs. 4,69,000 to enable it to be brought into effect.

2. It will be convenient to deal with the scheme under the three heads, Primary, Vernacular Secondary and Anglo-vernacular secondary education.

## I.

*Primary education.*—The Local Government accepts the recommendation of the provincial conference, which is also that of the All-India Conference, that no attempt should be made to teach technical agriculture and horticulture in primary schools. Universal experience has shown that experiments at this early stage are likely to do more harm than good.

On the other hand, the Lieutenant-Governor agrees with the view of the conference that—

(*a*) Nature study should form an essential part of the teaching in primary schools and that

(*b*) the text-books in use in rural primary schools should be adapted to the environment of the pupils.

The following changes in the existing system are involved in the acceptance of these proposals :—

(*i*) the attempt to teach practical agriculture in normal schools, no use of which is made by the students on their subsequent employment in primary schools, will be definitely abandoned.

(*ii*) the present series of object lessons for primary schools being of little use, a revised course of nature study, drawn up by the Education and Agricultural Departments in consultation, will be substituted. Students in normal schools will be trained to teach this course.

(*iii*) the Punjab Text-Book Committee will be asked to revise the books in use in rural schools in order to incorporate in them lessons dealing with rural life, *e.g.*, the arithmetic books should contain problems such as may arise in the ordinary course of agriculture.

## II.

3. *Vernacular Secondary Education.*—The Punjab Conference agreed with the All-India Conference that it is at the secondary stage that the practical and technical teaching of agriculture should be introduced but differed from the All-India Conference in the method proposed for its introduction.

The All-India Conference had recommended the institution of a number of agricultural middle schools, somewhat on the lines of the school maintained by the Bombay Government at Loni. The Punjab Conference was of opinion that the number of boys willing to attend such special agricultural schools would be small and their intellectual quality probably poor, since attendance at such a school would mean the definite renunciation by the student of any hope of higher education. For these reasons the Conference recommended that the ordinary vernacular middle schools of the Punjab should be utilised for the diffusion of agricultural education There are 148 of these schools in existence at present with an enrolment of 26,894, and it is contemplated ultimately to raise the number of schools to 446. The number of boys thus receiving practical instruction in agriculture though small in comparison with the rural population of the Punjab would be very much larger than the probable attendance at special agricultural schools. The Conference considered that, since vernacular middle schools are primarily intended for the agricultural community, it would be justifiable to make agriculture a compulsory part of their curriculum, provided that no boys should thereby be precluded from pursuing his general studies further in a high school and college should his parents so desire. "The Committee, however, would for the present give discretion to each district board concerned to adopt either the compulsory or the voluntary introduction of agricultural teaching as it thought fit. This will doubtless furnish such practical experience of the working of both systems as will enable a definite conclusion to be arrived at later, if necessary, as to which system should be ultimately prescribed."

4. The Punjab Government has accepted the views of the provincial conference and proposes to make use of the vernacular middle schools of the province as the vehicle for the spread of agricultural education.

In order to carry out this policy it is necessary—

(*i*) to provide teachers capable of giving instruction in agriculture in middle schools ;

(*ii*) to provide land for practical work in proximity to the school and necessary equipment ;

(*iii*) to modify the curriculum of these schools in order to work in the new subject.

5. The Punjab Government consequently proposes to take the following steps to fulfil those objects ; certain steps indeed it has already taken .—

(*i*) The most urgent need being teachers, the Local Government without waiting for the detailed scheme, opened a class for agricultural teachers at Lyallpur in June last to which twenty S. V. (Senior Vernacular) teachers were admitted. This was in accordance with the decision of the first provincial conference that for the agricultural teachers of middle schools it would be better to take well-trained vernacular teachers and send them for a year's course in agriculture than to take men with agricultural qualifications and give them a course in pedagogy. Men of the former class, many of whom are agriculturists by birth, have definitely adopted teaching as their profession and will not therefore be discontented, as the agricultural expert might be, with the life of a teacher. The inducement of an additional allowance of some Rs. 10 per mensem for agricultural teaching should be sufficient to attract the best Senior Vernacular teachers to this branch of vernacular education. A much higher salary might be asked by a man claiming to be an agricultural expert.

The present arrangement is, however, only temporary. It is intended to establish at Lyallpur a second Training College for senior vernacular teachers, [where a course for English agricultural teachers (*vide* paragraph 10) will also be provided]. The senior vernacular classes will be removed from Lahore to the new College, which will be in close touch with the Lyallpur Agricultural College, and a selected number of teachers afte

taking their Senior Vernacular certificate will be put through an agricultural course similar to that conducted this year at the Agricultural College. A sum of Rs. 1,00,000 has been given by the Government of India towards the cost of this project.

(*ii*) For practical agricultural teaching schools must have land. It is therefore essential to provide land for the twenty schools in which such teaching will be introduced next year, and the Committee was of opinion that provision should immediately be made for at least 30 schools, for if any measure of success is secured in the schools in which it is first introduced, practical agricultural teaching will in the immediate future undoubtedly be extended to at least one school in each district.

The Committee was of opinion that each school would require on an average 3 acres of land. This much must be taken up out of the cultivated land in the immediate neighbourhood of each school. The average price of caltivated land in the Punjab is now about Rs. 220 per acre. An addition of 15 per cent. must be made for compulsory acquisition. Therefore an expenditure, say of Rs. 250 per acre is likely to be incurred in the provision of land. For the purchase of 90 acres for 30 schools an allotment of Rs. 22,500 will be necessary.

On account of bullocks, implements and plant for the working of the lands, the expenditure required, though excessive from the point of view of the economic farmer is unavoidable from the educational point of view. To provide sufficient facilities for practical training each school should have two pairs of bullocks and duplicate sets of ploughs, harrows, drills and other implements. Each school will also require a shed for its bullocks and chaff cutter, with accommodation for implements, a store-room, and quarters for a chaukidar. Finally, expenditure will be necessary in some schools on the provision of well water and in all schools on miscellaneous requirements.

It was estimated by the Conference that the cost of a pair of bullocks would be about Rs. 200, that Rs. 200 per school would be required for implements and Rs. 2,000 for buildings, while some Rs. 150 should be provided for miscellaneous expenditure.

The annual capital cost for each school is therefore calculated to be —

| | Rs. |
|---|---|
| Land ... ... ... ... | 750 |
| (2 pair) bullocks ... ... ... | 400 |
| Implements ... ... ... ... | 200 |
| Buildings ... ... ... ... | 2,000 |
| Miscellaneous ... ... ... ... | 150 |
| Total ... | 3,500 |

A sum of Rs. 1,05,000, sufficient to equip thirty schools on the above scale has been received from imperial revenues.

(*iii*) As regards the curriculum, much will of course depend on whether the Board decides to make agriculture a compulsory or an optional subject.

The Committee suggested that since in the first year only twenty schools would be affected it would be possible to select for the experiment places where agriculture could be easily introduced as a compulsory subject.

A modified curriculum for middle schools, allowing both for the introduction of agriculture and of optional English will be found in my note on school courses forwarded with Chief Secretary's letter No. 1382-S., dated June 19th, 1918.

III.

6. *Anglo-vernacular Secondary Schools.*—The Conferenee which met in July noted that there is a material difference in the aim of agricultural education in vernacular middle schools and in Anglo-vernacular secondary

schools. In consequence the character also of the agricultural education appropriate in these two classes of schools is materially different. The students of vernacular middle schools for the most part end their education on leaving school. For those who are drawn from the agricultural classes – a large proportion—it is feasible to provide in such schools a course of practical teaching in agriculture which will be complete in itself and will help to equip those who undergo it for work as practical agriculturists in so far as this is possible in the period and with the material available. But the course at an Anglo-vernacular middle school is, as a general rule, followed by two years' study in a high school. A complete course of practical agriculture cannot be given in the middle department. Its curriculum has been arranged to meet the requirements of the majority of its students, *viz.*, preparation for the high department and in consequence practically all subjects except languages have been made compulsory. The time available in the middle department for optional subjects will not therefere suffice for an adequate course of practical agriculture. The two years spent in a high school are not long enough for the efficient teaching of practical agriculture. A complete course extending over the whole period usually spent in Anglo-vernacular secondary schools could, it is true, be arranged by undertaking a more or less radical revision of the current curriculum. But the class of students in these schools is not the same as in vernacular middle schools. Their ambition is ordinarily not a return to the land; they are not therefore likely to appreciate a course of practical agriculture; and little good would result from providing one for them. In this connection the Conference noted that the efficient teaching of practical agriculture could of course be introduced in Anglo-vernacular secondary schools if circumstances justify a change of policy in respect of secondary education that would amount practically to a revolution. The Lieutenant-Governor agrees with the Conference that this is at present out of the question. An interest in agriculture as a profession does not exist and cannot be created in the students who comprise the majority of the students of Anglo-vernacular secondary schools. To compel these to undergo agricultural teaching would arouse opposition and discourage education. On the other hand the Conference was advised that there is no serious objection to a change in the present science teaching of these schools so as to convert it into a teaching in agricultural science. The Conference therefore recommended that instead of the present science course a course of agricultural science should be made general and compulsory in Anglo-vernacular middle schools and should be so devised as to lay the foundation of agricultural knowledge which the students can develop by taking a further course of agriculture when he proceeds to a high school. This measure is all that in the existing circumstances is practicable and it should, the Conference thought, be introduced at once.

7. The preceding paragraphs outline the policy accepted by Government so far as the middle departments of Anglo-vernacular schools are concerned.

The course in elementary agricultural science to which reference is made will be prepared by the Agricultural Department in consultation with the Education Department.

8. About 50 high schools already teach agriculture but not in a practical form. In the opinion of the Conference some practical instruction is essential. Most of the students who go through a high school course of agriculture will probably do so with the intention of qualifying themselves for a degree in science or agriculture. Therefore the agricultural teaching of a high school must not be purely vocational as in vernacular middle schools where many of the students intend on leaving to adopt farming as a calling. It must be optional and it should aim at turning out men who even if they do not adopt practical agriculture as their means of livelihood will still have the ability and interest to diffuse sound agricultural knowledge.

The main lines of agricultural teaching in high schools should be the inculcation of sound principles of agriculture. But as already noted theoretical teaching by itself is not sufficient for this. The Conference therefore recommended for high schools a course of theoretical teaching accompanied by some practical training; and that all students in the agricultural classes of

high schools should spend a reasonable number of their study periods in practical work on land set apart for the purpose and in observing agricultural processes and experiments practically demonstrated on that land.

9. It may be objected that the Conference has so limited the scope of its recommendations as to fall far short of securing from Anglo-vernacular secondary schools an outturn of practical farmers. But it is not a function of secondary education to equip ploughmen with degrees and the recommendations made are calculated to secure the inculcation of sound agricultural ideas in the minds of a large number of students which will in itself be a great advance. The Conference was of opinion that the system of agricultural education in secondary schools recommended by it would be very valuable in leading a student up to a point from which he can either become a practical farmer or go on for a university degree. If he prefers the former alternative it will be open to him to proceed to Lyallpur or some other similar institution, which, if the demand arises, will no doubt be created, to finish his education as a practical farmer. All that he will require will be a short practical course to supplement the knowledge that he has already acquired. Thus the system recommended by the Conference avoids the pitfall of rendering an agricultural student unfit for anything but the life of a farmer.

10. To carry these proposals into effect it would be necessary as in the case of vernacular schools—

(*i*) to provide the teachers,

(*ii*) to provide the land, and equipment,

(*iii*) to modify, if necessary, the curriculum.

As regards (*i*) it was recommended by the Conference that for the middle department selected Junior Anglo-vernacular teachers should undergo a course of agricultural science at the new Training College at Lyallpur. It is possible that this may be arranged during the ordinary second year of the Junior Anglo-vernacular course for teachers who elect to specialise in science.

For the high department the system of taking trained teachers (in this case with Senior Anglo-vernacular or B. T. qualifications) and giving them a course of agriculture at the Agricultural or new Training College at Lyallpur, would no longer be suitable. Such men even if agriculturists by birth would have been too long divorced from the land to be competent to teach agriculture practically.

The instructors should clearly be graduates of Lyallpur Agricultural College who have undergone a fifth year's training in practical pedagogy. It is proposed to arrange for this fifth year at the new Lyallpur Training College.

(*ii*) For the present and as a beginning the Conference recommended that in Anglo-vernacular secondary schools arrangements for the practical teaching of agriculture should be made only in places where there are two or more high schools having agricultural classes. The students of the different high schools would attend their own schools for tuition in all subjects other than agriculture, but in this subject they would receive tuition in a centre common to them all. The teachers, land and other requirements of the centre should, in the opinion of the Conference, be provided at the expense of Government. This would be much more economical and efficient than to require each high school with agricultural classes to make its own arrangements for its agricultural teaching with the aid of grants from provincial revenues. This is the system which is already being introduced in connection with manual training, which may naturally form an alternative subject to agriculture.

It was reckoned that six agricultural classes each containing not more than 20 students could be taught at an agricultural centre by a teacher specially selected and certified as competent to teach practical agriculture.

The Conference considered that not less than five acres of land would be required for practical work at each centre. As this land would be in proximity to large centres of population it would be considerably more expensive than that to be acquired for vernacular middle schools.

An average rate of Rs. 1,000 per acre was estimated by the Committee as the cost of acquiring such land.

The other expenses, *e.g.*, bullocks, tools, etc., necessary for establishing each high school centre would be the same as for a vernacular middle school.

The total cost of a high school agricultural centre is therefore estimated to be—

| | | Rs. |
|---|---|---|
| (*i*) Land ... ... ... ... | | 5,000 |
| (*ii*) Bullocks ... ... ... ... | | 400 |
| (*iii*) Implements ... ... ... | | 200 |
| (*iv*) Buildings ... ... ... | | 2,000 |
| (*v*) Miscellaneous ... ... ... | | 150 |
| Total ... | | 7,750 |

(*iii*) Since agriculture would continue to be as at present an optional subject in the high department no alteration in the curriculum is necessary. But the Conference "appreciated the necessity of recommending to the University that it should make changes in its matriculation test in agriculture so as to eliminate the advantage now enjoyed by the students who have only a theoretical knowledge of agriculture and to substitute a test including the element of practice as taught in high schools."

This however will only be practicable when the arrangements proposed for the practical teaching of agriculture have been brought into force and it is not a matter of immediate moment.

11. The Punjab Government has not only accepted the foregoing recommendations but has received a grant from the Government of India of Rs. 1,55,000 to cover the initial cost of opening twenty such agricultural centres.

12. There will remain, however, a certain number of isolated high schools which will not be able to avail themselves of instruction at any agricultural centre, although desirous of teaching agriculture in their high departments. The Conference recommended that till trained teachers are available certificates should be awarded and staff grants should be given by the Education Department to teachers in these schools recommended by the Agricultural Department as qualified to give the instruction required.

The Conference further recommended that Government should give assistance to such aided schools towards providing them land required for practical teaching by—

(*a*) the use of the Land Acquisition Act for the purchase of the plots,

(*b*) by capital grants not to exceed half the cost of the land required provided the area is reasonable in view of the number of agricultual students in the school.

The Punjab Government has accepted these recommendations of the Conference and—

(*i*) staff-grants will be given for agricultural teachers fulfilling the requisite conditions;

(*ii*) rules for the acquisition of land for the use of aided schools have been recently published in the *Punjab Gazette.*

(*iii*) a sum of Rs. 50,000 of the Government of India grant is set aside for capital grants to aided schools for the purchase of land and equipment for practical agriculture.

13. In order that the agricultural work in vernacular middle schools and at the high school agricultural centres should be efficient, it is necessary that it should be subject to supervision and inspection such as the Education Department cannot supply. This supervision in the case of vernacular middle schools will be exercised by the teacher in charge of the nearest high school centre, who will, as a trained graduate of the Lyallpur College, be quite competent to undertake this work. The inspection of the high school centres will be entrusted to the agricultural staff of the new Lyallpur Training College.

14. The policy of Government having thus been described, it remains to indicate the action which is required from local officers to give effect to this policy.

(*a*) *Vernacular Middle Schools.*—The district boards who have supplied the 20 Senior Vernacular teachers now under training at Lyallpur, should at once select the vernacular middle schools in their districts to which the teachers will be attached after training, *i.e.*, in June next.

These teachers are entitled to an allowance of Rs. 10 per mensem for their agricultural teaching after successfully completing their course.

District Boards should also make arrangements for the purchase of the land required for practical teaching at each school, and for the necessary buildings and equipment. Application for the Government grant to meet these charges (Rs. 3,500 in each case) should not be made till all arrangements are complete.

Where a larger area than 3 acres can be obtained within the provision sanctioned or where the Board desire to add to that provision to increase the area there need be no hesitation in acquiring a larger area.

(*b*) *Anglo-vernacular Schools.*—Inspectors of Schools should suggest suitable sites for the establishment of high school agricultural centres. (The marginally noted towns were suggested by the Conference as likely to prove successful centres.) At the centres suggested suitable plots of land of some five acres in extent should be chosen by the Inspector in consultation with the Deputy Commissioner, and estimates made of the cost of acquisition. But if a demonstration farm is suitably situated at a selected centre the purchase of additional land may be unnecessary; where the opening of a new demonstration farm is under consideration, the possibility of its being used for educational purposes under this scheme should not be overlooked when the site is selected.

| | |
|---|---|
| Rohtak. | Sialkot. |
| Ambala. | Gujranwala. |
| Hoshiarpur. | Gujrat. |
| Jullundur. | Shahpur. |
| Ludhiana. | Rawalpindi. |
| Ferozepore. | Lyallpur. |
| Lahore. | Jhang. |
| Amritsar. | Multan. |
| Gurdaspur. | |

In the case of isolated high schools where agriculture is taught enquiry should be made as to the need for land for practical teaching and where necessary a grant towards its purchase suggested.

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## APPENDIX C.

C. M. No. 82, dated Lahore, 20th January 1919.

From—The Hon'ble Mr. J. A. RICHEY, M. A., Under-Secretary to Government, Punjab, Home (Education) Department,

To—All Commissioners, Chairmen and President of District Boards and Municipal Committees, Inspectors, and District Inspectors of Schools.

I AM directed to state that a revised scheme for the organisation of the Industrial schools in this Province which was submitted to the Local Government by the Standing Committee on Technical and Industrial Education, and the draft of which has met with the approval of all Local Bodies interested, has been accepted by the Punjab Government and will be brought into effect from April 1st, 1919.

Before explaining the scope of this scheme it appears advisable to enumerate some of the causes which have led to the comparative failure of the Industrial schools of this Province in the past. (A more detailed report on the present condition of these schools will be found in Appendix B to the Report on Education in the Punjab for 1914-15) :—

(1) Lack of definite views as to the function of these schools, with the result that attempts have been made to train craftsmen without any preliminary manual education.
(2) General education in advance of the requirements of the industrial classes and not properly related to industrial subjects.
(3) Industrial courses ill-devised with inadequate hours.
(4) Buildings often inadequate and unsuitable.
(5) Equipment poor and insufficient.
(6) Contingent grant generally insufficient.

(7) Headmasters without industrial qualifications and otherwise unsuitable.
(8) Staff ill-qualified and sometimes ill-paid.
(9) Insufficient control owing to dual inspections by the Industrial and District Inspectors.
(10) Insufficient inspection on the industrial side.

2. These defects which have been brought to the notice of Government by the Inspector of Industrial schools will, it is hoped, be largely remedied by the adoption of the following scheme :—

Industrial schools will be divided into two classes as at present: Primary Industrial schools and Middle Industrial schools: but the distinction between these two classes of school will be more clearly defined than at present.

(*a*) *Primary Industrial schools* will not attempt to teach crafts but will be devoted to instruction in manual training (woodwork and ironwork), drawing and the general subjects of the primary curriculum.

They will for purposes of inspection, assessment of grant, etc., be under the control of the Inspector of Drawing and Manual Training, Punjab.

The courses of instruction in Primary Industrial schools have been drawn up by the Inspector of Drawing and Manual Training and will be issued shortly.

Although these courses have been most carefully designed to suit the children, both of artizans and of non-artizans, yet the Standing Committee recognises that some artizans may prefer to give their sons their craft training themselves. In order that such boys may take advantage of the instruction in drawing and general subjects imparted in Primary Industrial schools, it will be necessary to divide the work of these schools into two sessions. The one session will be devoted to manual training, the other session to general subjects and drawing. To the latter session may be admitted, in addition to the boys attending the manual training classes, any children of artizans who are regularly engaged in craft work during the day; and the hours for these sessions for general work should be arranged if possible to attract these boys to school.

It is hoped that by this means, while the children of artizans and non-artizans alike should be encouraged to attend the full school courses, working boys also may obtain some advantage from these Industrial schools.

It is laid down for information that these courses for Primary Industrial schools are intended to be the first of three progressive steps in the artizans' sons industrial education, and are based upon the principle that before craft training can be taken up it is essential that the child shall be grounded in the initial stages of hand and eye training by which he is taught progressively to observe, to control his hand and finally to construct.

The courses of the Primary Industrial schools therefore are educational courses giving the boy general ability with the pencil, the measure and the tools used in modelling, wood and metal work in their elementary stages and do not attempt the specialised training necessary to the making of a craftsman.

This first step in industrial training leads progressively to the second step in the Middle Industrial schools.

(*b*) *Middle Industrial schools.*—These schools will admit pupils who have either been trained in Primary Industrial schools or have had an equivalent training (*e.g.*, as apprentices to their parents), enabling them to pass a test entrance examination.

These schools will be under the control of the Principal, Mayo School of Art, for purposes of inspection, assessment of grant, etc., in his capacity as Inspector of Industrial schools. The subjects of instruction in Middle Industrial schools will ordinarily be woodwork and metalwork with such general work, *e.g.*, mathematics, drawing, etc., as are directly useful for an artizan. Other subjects (*e.g.*, pottery) should only be introduced when the Inspector of Industrial schools is satisfied that the qualifications of the instructor and the equipment provided are satisfactory.

The Standing Committee is of opinion that the indiscriminate introduction of inferior instruction in such subjects as tailoring has tended to discredit industrial schools.

The courses in carpentry and ironwork have been prepared by the Principal, Mayo School of Art, and will be issued shortly.

These courses for the Middle schools are designed to give specialised training in the craft having regard to the fact that six hours a day will be devoted to craft work in the three middle classes of these schools, and the aim is that the training shall be sufficient to give a thorough grounding in construction, finish, and how to interpret and make scale drawings, with an understanding of materials, their uses, preparation and composition. These studies with the three years' practice in craft work will fit the boy to take his place in competition with any boy trained in the Bazar and show better workmanship and a greater knowledge of construction. It must be understood, however, that the three years' practice will not also give the speed and decision that can only be acquired by long years of hard work under commercial conditions. It must therefore be the endeavour of the staff of these schools to inculcate the discipline of attention to work, and concentration during working hours, that will lead to the necessary speed and decision.

3. No carefully considered curricula or scheme of organisation can ensure the success of these schools unless the staffing, equipment and maintenance charges are also satisfactory. These factors depend upon the degree of interest taken in the institutions by the local boards responsible for their management.

The Standing Committee recommend that each school should have a managing and visiting committee of not more than six members under the chairmanship of the President of the Local Board; the Industrial Inspector of schools also being an *ex-officio* member. This committee should meet once a year in the cold weather after the annual inspection of the school and should also visit the school periodically and record their advice and criticism in a book kept for the purpose for the information of the Inspector.

In future the grants earned by Industrial schools will be assessed by the Inspector of Industrial Schools, in the case of Middle schools, by the Inspector of Drawing and Manual Training in the case of Primary Industrial schools. Grants will not as at present be dependent solely upon the pay of the teachers, but will be partly determined by the general efficiency of the school under the heads, buildings, equipment, maintenance and management. The Inspector will be empowered to reduce the grant earned by twenty-five per cent. (as a maximum) for defects in any of the above heads. Existing schools in order to maintain recognition must conform to the new scheme of studies, and in order to obtain grant-in-aid must comply with the standard of efficiency in staff, equipment, and maintenance required by the Industrial Inspector from schools of their grade.

4. A system of Industrial school training cannot be considered complete without instruction in the use of machine tools and finer and more advanced craft work in wood and metal such as are necessary in metal turning, fitter's work and higher class cabinet work. This type of work cannot be taught in the Middle Industrial school nor in any school which a local board could ordinarily afford to maintain. This need can only be met by the establishment of special craft schools dealing with separate crafts, on the lines of the Bareilly School of Carpentry. Steps have already been taken by the Local Government towards the foundation of such a school of carpentry at Jullundur.

# GENERAL TABLE I.

## ABSTRACT STATEMENT OF COLLEGES, SCHOOLS AND SCHOLARS IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1918-19.

*(For details see General Table III.)*

| Area and Population. | | | Particulars. | | Public Institutions. | | | | | | | | Private Institutions. | | | Grand Total. | Average Number of Towns and Villages served by | | Percentage to population of Scholars in | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | University Education. | | School Education, General. | | | School Education, Special. | | | | | | | | | | |
| Total area in square miles. | Number of Towns* and Villages. | Population. | | | Arts Colleges. | Professional Colleges. | Secondary Schools. | Primary Schools. | Total. | Training Schools. | All other Special Schools. | Total. | Advanced. | Elementary. | Total. | | Public Institutions. | Public or Private Institutions. | Public Institutions. | Public or Private Institutions. |
| 1 | 2 | 3 | 4 | | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| | | | Institutions ... | For Males | 12 | 6 | 462 | 5,172 | 5,634 | 18 | 39 | 5,709 | 149 | 1,380 | 1,529 | 7,238 | 5·8 | 4·6 | ... | ... |
| | | | | For Females | 1 | 1 | 89 | 951 | 1,040 | 11 | 5 | 1,058 | 2 | 667 | 669 | 1,727 | 31·4 | 19·2 | ... | ... |
| | | | | Total ... | 13 | 7 | 551 | 6,123 | 6,674 | 29 | 44 | 6,767 | 151 | 2,047 | 2,198 | 8,965 | 4·9 | 3·7 | ... | ... |
| *99,251 | Towns* ... 127<br>Villages ... 33,094 | Males ... 10,769,704<br>Females ... 8,806,943 | Scholars ... | Males ... | 4,540 | 1,461 | 116,460 | 246,771 | 363,231 | 911 | 3,854 | 373,997 | 2,444 | 31,502 | 33,946 | 407,943 | ... | ... | 3·47 | 3·78 |
| | | | | Females ... | 30 | 29 | 13,745 | 42,919 | 56,664 | 295 | 613 | 57,631 | 23 | 11,603 | 11,626 | 69,257 | ... | ... | 0·65 | 0·78 |
| | Total ... 33,221 | *Total ... 19,576,647 | | Total ... | 4,570 | 1,490 | 130,205 | 289,690 | 419,895 | 1,206 | 4,467 | 431,628 | 2,467 | 43,105 | 45,572 | 477,200 | ... | .... | 2·20 | 2·44 |

*All places containing 5,000 inhabitants or upwards and all municipalities whatever their population are entered as towns.

GENERAL

## ABSTRACT STATEMENT OF EXPENDITURE ON PUBLIC INSTRUCTION

(*For details see*

| | | TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION. | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | *University Education.* | | *School Education, General.* | | *School Education, Special.* | | |
| | | Arts Colleges. | Colleges for Professional Training. | Secondary Schools. | Primary Schools. | Training Schools. | All other Special Schools. | Total. |
| 1 | | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| | | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. |
| 1. INSTITUTIONS | For males ... | 7,01,206 | 4,86,898 | 34,17,355 | 18,89,396 | 1,60,993 | 2,66,187 | 69,22,035 |
| | For females ... | 12,879 | 17,269 | 5,32,657 | 4,25,543 | 56,406 | 60,708 | 11,05,462 |
| | Total ... | 7,14,085 | 5,04,167 | 39,50,012 | 23,14,939 | 2,17,399 | 3,26,895 | 80,27,497 |
| 2. (*a*)—Percentages of Provincial Expenditure included in columns 2—16 to Total Provincial Expenditure on Public Instruction ... | | 4·22 | 7·29 | 21·53 | 22·19 | 3·55 | 3·80 | 62·58 |
| (*b*)—Percentages of Local Fund Expenditure included in columns 2—16 to Total Local Fund Expenditure on Public Instruction ... | | ·03 | ·21 | 18·91 | 41·95 | ·07 | 1·16 | 62·83 |
| (*c*)—Percentages of Municipal Expenditure included in columns 2—16 to Total Municipal Expenditure on Public Instruction ... | | ·23 | ·12 | 46·24 | 28·72 | ·15 | 3·38 | 79 19 |
| (*d*)—Percentages of Total Expenditure in columns 2—16 to Total Expenditure on Public Instruction ... | | 5·76 | 4·06 | 31·85 | 18·67 | 1·75 | 2·64 | 64·73 |
| 3. Average annual cost of educating each pupil in— | | Rs. A. P. | Rs. A. P. | Rs. A. P. | Rs. A. P. | Rs. A. P. | Rs. A. P. | Rs. A. P. |
| *Government Institutions.* | Cost to Provincial Revenues ... | 180 2 4 | 421 2 1 | 23 10 3 | 12 8 9 | 187 13 9 | 88 7 9 | 66 7 11 |
| | Cost to Local and Municipal Funds ... | ... | 3 11 2 | ... | ... | 0 5 10 | ... | 0 3 4 |
| | Total cost ... | 283 0 1 | 476 15 0 | 53 9 6 | 17 5 1 | 188 9 7 | 95 15 11 | 91 5 8 |
| *Local Fund and Municipal Board Schools.* | Cost to Provincial Revenue ... | ... | ... | 5 3 4 | 5 4 10 | 64 12 9 | 14 6 9 | 5 5 11 |
| | Cost to Local and Municipal Funds ... | ... | ... | 6 12 2 | 3 2 5 | 11 13 6 | 20 15 7 | 4 0 2 |
| | Total cost ... | ... | ... | 19 12 0 | 8 15 5 | 77 0 5 | 37 6 8 | 11 7 0 |
| *Aided Institutions.* | Cost to Provincial Revenues ... | 64 2 9 | 349 11 0 | 10 6 10 | 2 13 9 | 88 8 8 | 42 10 6 | 7 10 11 |
| | Cost to Local and Municipal Funds ... | 0 14 3 | ... | 2 11 1 | 1 8 2 | 0 14 2 | 6 11 4 | 2 1 1 |
| | Total cost ... | 185 5 1 | 539 10 6 | 35 6 10 | 7 5 11 | 243 7 1 | 100 15 11 | 28 13 6 |
| *Unaided Institutions.*—Total cost | | 102 10 3 | 60 14 4 | 27 0 11 | 6 7 5 | 49 1 10 | 57 13 2 | 39 1 4 |
| *All Institutions.* | Cost to Provincial Revenues ... | 56 1 4 | 275 0 6 | 9 5 9 | 4 10 7 | 161 11 3 | 48 8 1 | 8 9 11 |
| | Cost to Local and Municipal Funds ... | 0 6 9 | 2 5 7 | 1 15 4 | 2 10 1 | 1 7 0 | 9 9 1 | 3 5 5 |
| | Total cost ... | 167 8 1 | 335 7 1 | 30 4 7 | 8 9 8 | 174 12 1 | 73 11 4 | 19 7 11 |

# TABLE II.

## IN THE PUNJAB FOR THE OFFICIAL YEAR 1918-19.

*General Table IV.)*

| Total Indirect Expenditure on Public Instruction. | | | | | | | Total Expenditure on Public Instruction. | Remarks. |
|---|---|---|---|---|---|---|---|---|
| University. | Direction. | Inspection. | Scholarships. | Buildings, furniture and apparatus. | Miscellaneous. | Total. | | |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | |
| 2,87,069 | 73,953 | 4,19,436 | 3,96,272 | 18,81,921 | 13,16,038 | 43,74,689 | 1,24,02,186 | |
| ... | ... | ... | ... | ... | ... | ... | ... | |
| 2,87,069 | 73,953 | 4,19,436 | 3,96,272 | 18,81,921 | 13,16,038 | 43,74,689 | 1,24,02,186 | |
| 1·15 | 1·30 | 6·07 | 2·89 | 18·72 | 7·29 | 37·42 | 100 | |
| ... | ... | 5·08 | 7·59 | 17·41 | 7·09 | 37 17 | 100 | |
| ... | ... | 1·27 | 4·73 | 9·68 | 5·13 | 20·81 | 100 | |
| 2·31 | ·60 | 3·38 | 3·20 | 15·17 | 10·61 | 35·27 | 100 | |

# GENERAL

## COLLEGES, SCHOOLS AND SCHOLARS IN PUBLIC IN

| | CLASS OF INSTITUTION, | | Under Public Management. | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | *Managed by Government.* | | | | *Managed by Local Funds and Municipal Boards.* | | | |
| | | | Number of Institutions. | Number of Scholars on the rolls on 31st March. | Average number on the rolls monthly during the year. | Average daily attendance. | Number of Institutions. | Number of Scholars on the rolls on 31st March. | Average number on the rolls monthly during the year. | Average daily attendance. |
| | 1 | | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| University Education. | *Arts Colleges.* | | | | | | | | | |
| | English | For males | 1 | 587 | 609 | 501 | ... | ... | ... | ... |
| | | For females | ... | ... | ... | ... | ... | ... | ... | ... |
| | Oriental | For males | ... | ... | ... | ... | ... | ... | ... | ... |
| | | For females | ... | ... | ... | ... | ... | ... | ... | ... |
| | *Colleges for Professional Training.* | | | | | | | | | |
| | Law | For males | ... | ... | ... | ... | ... | ... | ... | ... |
| | | For females | ... | ... | ... | ... | ... | ... | ... | ... |
| | Medicine | For males | 1 | 324 | 336 | 326 | ... | ... | ... | ... |
| | | For females | ... | ... | ... | ... | ... | ... | ... | ... |
| | Engineering | For males | ... | ... | ... | ... | ... | ... | ... | ... |
| | | For females | ... | ... | ... | ... | ... | ... | ... | ... |
| | Teaching | For males | 2 | 271 | 279 | 244 | ... | ... | ... | ... |
| | | For females | ... | ... | ... | ... | ... | ... | ... | ... |
| | Agriculture | For males | 1 | 159 | 119 | 111 | ... | ... | ... | ... |
| | | For females | ... | ... | ... | ... | ... | ... | ... | ... |
| | Veterinary | For males | 1 | 212 | 231 | 187 | ... | ... | ... | ... |
| | | For females | ... | ... | ... | ... | ... | ... | ... | ... |
| | Commercial | For males | ... | ... | ... | ... | ... | ... | ... | ... |
| | | For females | ... | ... | ... | ... | ... | ... | ... | ... |
| | Forestry | For males | ... | ... | ... | ... | ... | ... | ... | ... |
| | | For females | ... | ... | ... | ... | ... | ... | ... | ... |
| | | Total | 6 | 1,553 | 1,564 | 1,369 | ... | ... | ... | ... |
| School Education, General. | *Secondary Schools.* | | | | | | | | | |
| | High Schools for males | | 30 | 11,996 | 12,271 | 10,802 | 21 | 6,175 | 6,500 | 5,655 |
| | Middle Schools for males | English | ... | ... | ... | ... | 68 | 15,659 | 15,558 | 13,412 |
| | | Vernacular | ... | ... | ... | ... | 159 | 27,679 | 27,632 | 23,519 |
| | High Schools for females | | 4 | 983 | 943 | 779 | ... | ... | ... | ... |
| | Middle Schools for females | English | ... | ... | ... | ... | 1 | 48 | 50 | 42 |
| | | Vernacular | ... | ... | ... | ... | 23 | 3,612 | 3,390 | 2,645 |
| | | Total | 34 | 12,979 | 13,214 | 11,581 | 272 | 53,173 | 53,130 | 45,273 |
| | *Primary Schools.* | | | | | | | | | |
| | For males | | 9 | 1,142 | 1,093 | 975 | 3,864 | 189,067 | 173,522 | 145,223 |
| | For females | | 2 | 166 | 137 | 119 | 626 | 27,454 | 25,926 | 20,523 |
| | | | 11 | 1,308 | 1,230 | 1,094 | 4,490 | 216,521 | 199,448 | 165,746 |

# TABLE III.

## THE PUNJAB FOR THE OFFICIAL YEAR 1918-19.

| STITUTIONS. | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| UNDER PRIVATE MANAGEMENT. | | | | | | | | | | NUMBER OF SCHOLARS ON 31ST MARCH LEARNING | | | | | |
| *Aided by Government, by Local Funds or Municipal Boards.* | | | | *Unaided.* | | | | Grand Total of Institutions. | Grand Total of Scholars on 31st March. | | | | | | |
| Number of Institutions. | Number of Scholars on the rolls on 31st March. | Average number on the rolls monthly during the year. | Average daily attendance. | Number of Institutions. | Number of Scholars on the rolls on 31st March. | Average number on the rolls monthly during the year. | Average daily attendance. | | | English. | A Classical Language. | A Vernacular Language. | Number of girls in boys' schools. | Number of boys in girls' schools. | REMARKS. |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 5 | 1,936 | 1,875 | 1,504 | 5 | 1,906 | 1,638 | 1,437 | 11 | 4,429 | 4,204 | 1,963 | ... | ... | ... | |
| 1 | 30 | 23 | 25 | ... | ... | ... | ... | 1 | 30 | 30 | ... | 30 | ... | ... | |
| 1 | 111 | 118 | 95 | ... | ... | ... | ... | 1 | 111 | 105 | 102 | 6 | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | 1 | 495 | 516 | 273 | 1 | 495 | 495 | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | 1 | 324 | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | 2 | 271 | 165 | ... | 112 | 2 | ... | |
| 1 | 29 | 32 | 30 | ... | ... | ... | ... | 1 | 29 | 29 | 22 | 7 | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | 1 | 159 | 77 | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | 1 | 212 | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 8 | 2,106 | 2,048 | 1,654 | 6 | 2,401 | 2,154 | 1,710 | 20 | 6,060 | 5,105 | 2,087 | 155 | 2 | ... | |
| 92 | 35,828 | 36,293 | 31,685 | 14 | 5,126 | 5,178 | 4,477 | 157 | 59,125 | 46,415 | 27,824 | 53,918 | 28 | ... | |
| 48 | 9,150 | 9,094 | 7,990 | 25 | 4,046 | 4,094 | 3,585 | 141 | 28,655 | 17,463 | 14,085 | 21,738 | ... | ... | |
| 4 | 710 | 720 | 653 | 1 | 91 | 97 | 77 | 164 | 28,480 | 379 | 8,243 | 28,480 | 4 | ... | |
| 12 | 1,519 | 1,578 | 1,378 | 2 | 436 | 448 | 351 | 18 | 2,938 | 1,927 | 764 | 1,863 | ... | 164 | |
| 16 | 1,482 | 1,370 | 939 | ... | ... | ... | ... | 17 | 1,530 | 1,062 | 56 | 775 | ... | 205 | |
| 31 | 5,665 | 5,162 | 3,995 | ... | ... | ... | ... | 54 | 9,277 | 296 | 861 | 9,277 | ... | 4 | |
| 203 | 54,354 | 54,217 | 46,640 | 42 | 9,699 | 9,812 | 8,490 | 551 | 130,205 | 67,542 | 51,838 | 116,051 | 32 | 373 | |
| 1,208 | 52,508 | 51,311 | 43,406 | 91 | 4,054 | 3,600 | 2,980 | 5,172 | 246,771 | 2,729 | 761 | 246,563 | 1,105 | ... | |
| 290 | 14,127 | 13,302 | 10,458 | 33 | 1,172 | 982 | 824 | 951 | 42,919 | 143 | 372 | 42,886 | ... | 120 | |
| 1,498 | 66,635 | 64,613 | 53,864 | 124 | 5,226 | 4,582 | 3,804 | 6,123 | 289,690 | 2,872 | 1,133 | 289,449 | 1,105 | 120 | |

# GENERAL

## COLLEGES, SCHOOLS AND SCHOLARS IN PUBLIC IN

| CLASS OF INSTITUTIONS. | | Under Public Management, | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | *Managed by Government.* | | | | *Managed by Local Funds and Municipal Boards.* | | | |
| | | Number of Institutions. | Number of Scholars on the rolls on 31st March. | Average number on the rolls monthly during the year. | Average daily attendance. | Number of Institutions. | Number of Scholars on the rolls on 31st March. | Average number on the rolls monthly during the year. | Average daily attendance. |
| 1 | | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| SCHOOL EDUCATION, SPECIAL. | | | | | | | | | |
| Training Schools ... ... ... | For males ... | 10 | 724 | 752 | 725 | 5 | 101 | 96 | 87 |
| | For females ... | 5 | 235 | 248 | 213 | 1 | 19 | 19 | 19 |
| Schools of Art ... ... ... | For males ... | 1 | 231 | 235 | 193 | ... | ... | ... | ... |
| | For females ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Law Schools ... ... ... | For males ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | For females ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Medical Schools ... ... ... | For males ... | 1 | 327 | 338 | 329 | ... | ... | ... | ... |
| | For females ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Engineering and Surveying Schools. ... | For males ... | 1 | 96 | 97 | 95 | ... | ... | ... | ... |
| | For females ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Technical and Industrial Schools ... | For males ... | 3 | 890 | 881 | 823 | 21 | 1,714 | 1,721 | 1,426 |
| | For females ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Commercial Schools ... ... | For males ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | For females ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Agricultural Schools ... ... | For males ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | For females ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Reformatory Schools ... ... | For males ... | 1 | 97 | 94 | 74 | ... | ... | ... | ... |
| | For females ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Other Schools ... ... ... | For males ... | 2 | 59 | 50 | 40 | ... | ... | ... | ... |
| | For females ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Total ... | 24 | 2,359 | 2,695 | 2,492 | 27 | 1,834 | 1,836 | 1,532 |
| TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION. | | 75 | 18,499 | 18,703 | 16,536 | 4,789 | 271,528 | 254,414 | 212,551 |
| PRIVATE INSTITUTIONS. | | | | | | | | | |
| 1. *Advanced, teaching—* | | | | | | | | | |
| (*a*) Arabic or Persian ... ... ... ... ... ... ... ... ... | | | | | | | | | |
| (*b*) Sanskrit ... ... ... ... ... ... ... ... ... | | | | | | | | | |
| (*c*) Any other Oriental Classic ... ... ... ... ... ... ... ... | | | | | | | | | |
| 2. *Elementary teaching—* | | | | | | | | | |
| (*a*) A vernacular only or mainly ... ... ... ... ... ... ... ... | | | | | | | | | |
| (*b*) The Koran only ... ... ... ... ... ... ... ... ... | | | | | | | | | |
| 3. *Other Schools not conforming to Departmental Standards* ... ... ... ... ... ... | | | | | | | | | |

## TABLE III—CONCLUDED.

## THE PUNJAB FOR THE OFFICIAL YEAR 1918-19.

| STITUTIONS. | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| UNDER PRIVATE MANAGEMENT. | | | | | | | | | | NUMBER OF SCHOLARS ON 31ST MARCH LEARNING | | | | | |
| *Aided by Government, by Local Funds or Municipal Boards.* | | | | *Unaided.* | | | | | | | | | | | |
| Number of Institutions. | Number of Scholars on the rolls on 31st March | Average number on the rolls monthly during the year. | Average daily attendance. | Number of Institutions. | Number of Scholars on the rolls on 31st March. | Average number on the rolls monthly during the year. | Average daily attendance. | Grand Total of Institutions. | Grand Total of Scholars on 31st March. | English. | A Classical Language. | A Vernacular Language. | Number of girls in boys' schools. | Number of boys in girls' schools. | REMARKS. |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 1 | 28 | 28 | 28 | 2 | 58 | 59 | 53 | 18 | 911 | 35 | 270 | 876 | ... | ... | |
| 5 | 41 | 42 | 36 | ... | ... | ... | ... | 11 | 295 | ... | 50 | 294 | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | 1 | 231 | ... | ... | ... | 3 | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | 2 | 74 | 74 | 55 | 3 | 401 | ... | ... | ... | ... | ... | |
| 1 | 140 | 137 | 135 | ... | ... | ... | ... | 1 | 140 | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | 1 | 96 | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 6 | 274 | 260 | 206 | ... | ... | ... | ... | 30 | 2,878 | 105 | ... | 2,115 | ... | ... | |
| 3 | 429 | 416 | 342 | ... | ... | ... | ... | 3 | 429 | ... | ... | 429 | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | 1 | 97 | ... | ... | 97 | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 1 | 92 | 90 | 73 | ... | ... | ... | ... | 3 | 151 | 33 | ... | 57 | ... | ... | |
| 1 | 44 | 42 | 40 | ... | ... | ... | ... | 1 | 44 | ... | ... | ... | ... | ... | |
| 18 | 1,048 | 1,015 | 860 | 4 | 132 | 133 | 108 | 73 | 5,673 | 173 | 320 | 3,868 | 3 | ... | |
| 1,727 | 124,143 | 121,893 | 103,018 | 176 | 17,458 | 16,681 | 14,112 | 6,767 | 431,628 | 75,692 | 55,378 | 4,09,523 | 1,142 | 493 | |
| | | | | | | | | | | | | | | | |
| ... | ... | ... | For males | ... | ... | 87 | 1,206 | ... | 1,179 | 68 | 6 | ... | | | |
| | | | For females | ... | ... | ... | ... | ... | ... | ... | ... | ... | | | |
| ... | ... | ... | For males | ... | ... | 62 | 1,238 | ... | 1,180 | 14 | ... | ... | | | |
| | | | For females | ... | ... | 2 | 23 | ... | 23 | ... | ... | ... | | | |
| ... | ... | ... | For males | ... | ... | ... | ... | ... | ... | ... | ... | ... | | | |
| | | | For females | ... | ... | ... | ... | ... | ... | ... | ... | ... | | | |
| ... | ... | ... | For males | ... | ... | 391 | 13,461 | 33 | 147 | 12,868 | 95 | ... | | | |
| | | | For females | ... | ... | 83 | 1,737 | ... | ... | 1,737 | ... | 15 | | | |
| ... | ... | ... | For males | ... | ... | 922 | 14,773 | ... | 12,777 | 324 | 1,926 | ... | | | |
| | | | For females | ... | ... | 565 | 9,133 | ... | 8,460 | 68 | ... | 1,140 | | | |
| ... | ... | ... | For males | ... | ... | 67 | 3,268 | 1,108 | 753 | 2,093 | 1 | ... | | | |
| | | | For females | ... | ... | 19 | 733 | 91 | 84 | 579 | ... | 23 | | | |
| TOTAL OF PRIVATE INSTITUTIONS | | | | | ... | 2,198 | 45,572 | 1,232 | 24,603 | 17,751 | 2,028 | 1,178 | | | |
| GRAND TOTAL OF ALL INSTITUTIONS | | | For males | | ... | 7,238 | 407,943 | 73,346 | 69,289 | 3,69,329 | 3,170 | ... | | | |
| | | | For females | | ... | 1,727 | 69,257 | 3,578 | 10,692 | 57,945 | ... | 1,671 | | | |
| | | | | Total | ... | 8,965 | 477,200 | 76,924 | 79,981 | 427,274 | 3,170 | 1,671 | | | |

# GENERAL TABLE III (A).

## NUMBER OF SCHOLARS ON 31ST MARCH 1919 IN THE PUNJAB, CLASSIFIED ACCORDING TO SEX, RACE OR CREED.

| | | Europeans and Anglo-Indians. | Indian Christians. | Hindus. | | Sikhs. | Muhammadans. | Buddhists. | Parsis. | Others. | Total. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Brahmans. | Non-Brahmans. | | | | | | |
| 1 | | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| **UNIVERSITY EDUCATION.** | | | | | | | | | | | |
| *Arts Colleges—* | | | | | | | | | | | |
| English ... | Male | 6 | 51 | 427 | 2,445 | 613 | 886 | ... | 1 | ... | 4,429 |
| | Female | ... | 19 | 2 | 6 | 1 | 1 | ... | 1 | ... | 30 |
| Oriental ... | Male | ... | ... | 64 | 9 | 6 | 32 | ... | ... | ... | 111 |
| | Female | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| *Colleges for professional training.* | | | | | | | | | | | |
| Law ... | Male | ... | ... | 42 | 349 | 41 | 63 | ... | ... | ... | 495 |
| | Female | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Medicine ... | Male | ... | ... | 25 | 190 | 60 | 49 | ... | ... | ... | 324 |
| | Female | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Engineering ... | Male | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Female | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Teaching ... | Male | 11 | 4 | 38 | 88 | 40 | 88 | ... | ... | ... | 269 |
| | Female | 30 | 1 | ... | ... | ... | ... | ... | ... | ... | 31 |
| Agriculture ... | Male | ... | ... | 6 | 30 | 51 | 72 | ... | ... | ... | 159 |
| | Female | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Veterinary ... | Male | ... | ... | ... | 39 | 41 | 132 | ... | ... | ... | 212 |
| | Female | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Commercial... | Male | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Female | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Forestry ... | Male | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Female | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Total | | 47 | 75 | 604 | 3,156 | 853 | 1,323 | ... | 2 | ... | 6,060 |
| **SCHOOL EDUCATION, GENERAL.** | | | | | | | | | | | |
| *Secondary Schools—* | | | | | | | | | | | |
| For Males— | | | | | | | | | | | |
| High Schools ... | Male | 741 | 563 | 5,577 | 24,433 | 8,976 | 18,733 | ... | 32 | 42 | 59,097 |
| | Female | 22 | 6 | ... | ... | ... | ... | ... | ... | ... | 28 |
| Middle Schools— | | | | | | | | | | | |
| English ... | Male | 137 | 358 | 3,011 | 11,781 | 4,342 | 9,164 | ... | 5 | 57 | 28,855 |
| | Female | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Vernacular ... | Male | ... | 348 | 3,085 | 10,372 | 3,796 | 10,828 | ... | ... | 47 | 28,476 |
| | Female | ... | ... | ... | ... | ... | 4 | ... | ... | ... | 4 |
| For Females— | | | | | | | | | | | |
| High Schools ... | Male | 140 | 7 | ... | 4 | 7 | 5 | ... | 1 | ... | 164 |
| | Female | 931 | 298 | 120 | 812 | 322 | 264 | ... | 14 | 13 | 2,774 |
| Middle Schools— | | | | | | | | | | | |
| English ... | Male | 184 | 3 | 1 | 8 | 1 | ... | ... | 8 | ... | 205 |
| | Female | 584 | 282 | 16 | 228 | 106 | 82 | ... | 14 | 13 | 1,325 |
| Vernacular ... | Male | ... | ... | ... | ... | 4 | ... | ... | ... | ... | 4 |
| | Female | ... | 437 | 658 | 4,980 | 1,453 | 1,743 | ... | ... | 2 | 9,273 |
| Total | | 2,739 | 2,302 | 12,468 | 52,618 | 19,007 | 40,823 | ... | 74 | 174 | 130,205 |
| *Primary Schools—* | | | | | | | | | | | |
| For males ... | Male | 103 | 2,780 | 22,290 | 80,957 | 34,571 | 103,550 | 5 | 1 | 1,409 | 245,666 |
| | Female | 63 | 119 | 49 | 339 | 26 | 485 | ... | ... | 24 | 1,105 |
| For females... | Male | 6 | 1 | 11 | 85 | 6 | 11 | ... | ... | ... | 120 |
| | Female | 9 | 832 | 3,555 | 18,879 | 7,175 | 12,239 | 11 | ... | 99 | 42,799 |
| Total | | 181 | 3,732 | 25,905 | 100,260 | 41,778 | 116,285 | 16 | 1 | 1,532 | 289,690 |

## GENERAL TABLE III (A)—*concluded.*

### NUMBER OF SCHOLARS ON 31ST MARCH 1919 IN THE PUNJAB, CLASSIFIED ACCORDING TO SEX, RACE OR CREED.

| | | Europeans and Anglo-Indians. | Indian Christians. | Hindus. Brahmans. | Hindus. Non-Brahmans. | Sikhs. | Muhammadans. | Buddhists. | Parsis. | Others. | Total. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| SCHOOL EDUCATION, SPECIAL. | | | | | | | | | | | |
| Training Schools | Male | ... | 27 | 153 | 226 | 72 | 433 | ... | ... | ... | 911 |
| | Female | ... | 54 | 21 | 92 | 33 | 94 | ... | ... | 1 | 295 |
| School of Art | Male | ... | 6 | 21 | 39 | 29 | 132 | ... | 1 | ... | 228 |
| | Female | 2 | ... | ... | ... | ... | ... | ... | 1 | ... | 3 |
| Law Schools | Male | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Female | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Medical Schools | Male | ... | ... | 46 | 109 | 107 | 139 | ... | ... | ... | 401 |
| | Female | 11 | 106 | ... | 10 | 2 | 11 | ... | ... | ... | 140 |
| Engineering and Surveying Schools. | Male | ... | ... | 11 | 34 | 15 | 36 | ... | ... | ... | 96 |
| | Female | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Technical and Industrial Schools | Male | ... | 120 | 162 | 698 | 257 | 1,557 | 1 | ... | 83 | 2,878 |
| | Female | ... | 429 | ... | ... | ... | ... | ... | ... | ... | 429 |
| Commercial Schools | Male | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Female | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Agricultural Schools | Male | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Female | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Reformatory Schools | Male | ... | 1 | 10 | 33 | 1 | 41 | ... | ... | 11 | 97 |
| | Female | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Other Schools | Male | 2 | 13 | 8 | 97 | 6 | 25 | ... | ... | ... | 151 |
| | Female | 42 | ... | 1 | ... | ... | ... | ... | 1 | ... | 44 |
| | Total | 57 | 756 | 433 | 1,338 | 522 | 2,468 | 1 | 3 | 95 | 5,673 |
| TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION. | | 3,024 | 6,865 | 39,410 | 157,372 | 62,160 | 160,899 | 17 | 80 | 1,801 | 431,628 |
| PRIVATE INSTITUTIONS. | | | | | | | | | | | |
| ADVANCED TEACHING. | | | | | | | | | | | |
| (*a*) Arabic or Persian | Male | ... | ... | 3 | 12 | 1 | 1,184 | ... | ... | ... | 1,200 |
| | Female | ... | ... | ... | ... | ... | 6 | ... | ... | ... | 6 |
| (*b*) Sanskrit | Male | ... | ... | 870 | 352 | 12 | 1 | ... | ... | 3 | 1,238 |
| | Female | ... | ... | 5 | 15 | 3 | ... | ... | ... | ... | 23 |
| (*c*) Any other Oriental Classic. | Male | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Female | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ELEMENTARY TEACHING. | | | | | | | | | | | |
| (*a*) A vernacular only or mainly— | | | | | | | | | | | |
| For males | Male | ... | 162 | 1,612 | 7,619 | 1,597 | 2,236 | 4 | ... | 136 | 13,366 |
| | Female | ... | ... | ... | 22 | 41 | 32 | ... | ... | ... | 95 |
| For females | Male | ... | ... | 2 | 9 | 4 | ... | ... | ... | ... | 15 |
| | Female | ... | 17 | 211 | 790 | 488 | 204 | ... | ... | 12 | 1,722 |
| (*b*) The Koran only— | | | | | | | | | | | |
| For males | Male | ... | ... | 1 | 2 | ... | 12,928 | ... | ... | 16 | 12,947 |
| | Female | ... | ... | ... | ... | ... | 1,926 | ... | ... | ... | 1,926 |
| For females | Male | ... | ... | ... | ... | ... | 1,140 | ... | ... | ... | 1,140 |
| | Female | ... | ... | ... | ... | ... | 7,979 | ... | ... | 14 | 7,993 |
| OTHER SCHOOLS NOT CONFORMING TO DEPARTMENTAL STANDARDS. | | | | | | | | | | | |
| For males | Male | ... | 40 | 520 | 1,374 | 820 | 415 | ... | ... | 98 | 3,267 |
| | Female | ... | 1 | ... | ... | ... | ... | ... | ... | ... | 1 |
| For females | Male | 23 | ... | ... | ... | ... | ... | ... | ... | ... | 23 |
| | Female | 28 | 2 | 59 | 280 | 39 | 300 | 2 | ... | ... | 710 |
| TOTAL OF PRIVATE INSTITUTIONS | | 51 | 222 | 3,285 | 10,475 | 3,005 | 28,251 | 6 | ... | 279 | 45,572 |
| GRAND TOTAL OF ALL INSTITUTIONS | | 3,075 | 7,087 | 42,693 | 167,847 | 65,165 | 189,150 | 23 | 80 | 2080 | 477,200 |

# GENERAL

## NUMBER OF EUROPEAN COLLEGES, SCHOOLS AND SCHOLARS

| CLASS OF INSTITUTION. | PUBLIC INSTITUTIONS. | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | MANAGED BY GOVERNMENT. | | | | UNDER PRIVATE MANAGEMENT. | | | | | | | |
| | | | | | *Aided by Government, by Local Funds or Municipal Boards.* | | | | *Unaided.* | | | |
| | Number of institutions. | Number of Scholars on the rolls on 31st March. | Average number on the rolls monthly during the year. | Average daily attendance. | Number of institutions. | Number of Scholars on the rolls on 31st March. | Average number on the rolls monthly during the year. | Average daily attendance. | Number of institutions. | Number of Scholars on the rolls on 31st March. | Average number on the rolls monthly during the year. | Average daily attendance. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| UNIVERSITY EDUCATION. | | | | | | | | | | | | |
| *Arts Colleges.* | | | | | | | | | | | | |
| English ... For males ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| English ... For females ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| *Colleges for Professional Training.* | | | | | | | | | | | | |
| Teaching ... For males ... | 1 | 11 | 13 | 12 | ... | ... | ... | ... | ... | ... | ... | ... |
| Teaching ... For females ... | ... | ... | ... | ... | 1 | 29 | 32 | 30 | ... | ... | ... | ... |
| Total ... | 1 | 11 | 13 | 12 | 1 | 29 | 32 | 30 | ... | ... | ... | ... |
| SCHOOL EDUCATION, GENERAL. | | | | | | | | | | | | |
| *Secondary Schools.* | | | | | | | | | | | | |
| High Schools for males ... ... | 2 | 426 | 428 | 426 | 3 | 357 | 440 | 376 | ... | ... | ... | ... |
| Middle Schools—English—for males ... | ... | ... | ... | ... | 3 | 151 | 147 | 122 | ... | ... | ... | ... |
| High Schools for females ... ... | 2 | 415 | 404 | 368 | 7 | 682 | 827 | 740 | ... | ... | ... | ... |
| Middle Schools—English—for females ... | ... | ... | ... | ... | 10 | 796 | 778 | 439 | ... | ... | ... | ... |
| Total ... | 4 | 841 | 832 | 794 | 23 | 1,986 | 2,192 | 1,677 | ... | ... | ... | ... |
| *Primary Schools.* | | | | | | | | | | | | |
| For males ... ... ... | ... | ... | ... | ... | 5 | 181 | 171 | 158 | ... | ... | ... | ... |
| For females ... ... ... | ... | ... | ... | ... | 1 | 16 | 13 | 10 | ... | ... | ... | ... |
| Total ... | ... | ... | ... | ... | 6 | 197 | 184 | 168 | ... | ... | ... | ... |
| SCHOOL EDUCATION, SPECIAL. | | | | | | | | | | | | |
| Training Schools ... For males ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Training Schools ... For females ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Schools of Art ... For males ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Schools of Art ... For females ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Engineering and Surveying Schools. For males ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Engineering and Surveying Schools. For females ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Technical and Industrial Schools. For males ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Technical and Industrial Schools. For females ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Commercial Schools ... For males ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Commercial Schools ... For females ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Other Schools ... For males ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Other Schools ... For females ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Total ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION. | 5 | 852 | 845 | 806 | 30 | 2,212 | 2,408 | 1,875 | ... | ... | ... | ... |
| PRIVATE INSTITUTIONS. | | | | | | | | | | | | |
| Other Schools not conforming to Departmental Standards— For males ... ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Other Schools not conforming to Departmental Standards— For females ... ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| TOTAL OF PRIVATE INSTITUTIONS ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| GRAND TOTAL OF ALL INSTITUTIONS | 5 | 852 | 845 | 806 | 30 | 2,212 | 2,408 | 1,875 | ... | ... | ... | ... |

# TABLE III-B.

## IN THE PUNJAB FOR THE OFFICIAL YEAR 1918-19.

| Grand total of institutions. | Grand total of Scholars on 31st March. | Number of Scholars on the 31st March learning. | | | Number of Girls in Boys' Schools. | Number of Boys in Girls' Schools. | Classification of Scholars on the 31st March according to Race or Creed. | | | | | | | | | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | English. | A Classical Language. | A Vernacular Language. | | | Europeans and Anglo-Indians. | Indian Christians. | Hindus | | Sikhs. | Muhammadans. | Buddhists. | Parsis. | Others. | |
| | | | | | | | | | Brahmans. | Non-Brahmans. | | | | | | |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 1 | 11 | 11 | ... | 6 | ... | ... | 11 | ... | ... | ... | ... | ... | ... | ... | ... | |
| 1 | 29 | 29 | 22 | 7 | ... | ... | 29 | ... | ... | ... | ... | ... | ... | ... | ... | |
| 2 | 40 | 40 | 22 | 13 | ... | ... | 40 | ... | ... | ... | ... | ... | ... | ... | ... | |
| 5 | 783 | 783 | 68 | 559 | 28 | ... | 754 | 9 | 1 | 1 | ... | 11 | ... | 7 | ... | |
| 3 | 151 | 76 | ... | 55 | ... | ... | 137 | 3 | 4 | 1 | ... | 1 | ... | 3 | 2 | |
| 9 | 1,097 | 1,097 | 420 | 24 | ... | 148 | 1,070 | 15 | 1 | ... | ... | ... | ... | 8 | 3 | |
| 10 | 796 | 796 | 52 | 82 | ... | 193 | 768 | ... | ... | 1 | 2 | 3 | ... | 22 | ... | |
| 27 | 2,827 | 2,752 | 540 | 720 | 28 | 341 | 2,729 | 27 | 6 | 3 | 2 | 15 | ... | 40 | 5 | |
| 5 | 181 | 181 | ... | 51 | 69 | ... | 165 | 16 | ... | ... | ... | ... | ... | ... | ... | |
| 1 | 16 | 16 | ... | ... | ... | 7 | 15 | 1 | ... | ... | ... | ... | ... | ... | ... | |
| 6 | 197 | 197 | ... | 51 | 69 | 7 | 180 | 17 | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 35 | 3,064 | 2,089 | 562 | 784 | 97 | 348 | 2,949 | 44 | 6 | 3 | 2 | 15 | ... | 40 | 5 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 2 | 51 | 51 | ... | ... | ... | 23 | 51 | ... | ... | ... | ... | ... | | | ... | |
| 2 | 51 | 51 | ... | ... | ... | 23 | 51 | ... | ... | ... | ... | ... | ... | ... | ... | |
| 37 | 3,115 | 3,040 | 562 | 784 | 97 | 371 | 3,000 | 44 | 6 | 3 | 2 | 15 | ... | 40 | 5 | |

# GENERAL

## EXPENDITURE ON PUBLIC INSTRUCTION

| OBJECTS OF EXPENDITURE. | | | PUBLIC | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | UNDER PUBLIC | | | | | | |
| | | | *Managed by Government.* | | | | | | |
| | | | Provincial Revenues. | Local Funds. | Municipal Funds. | Fees. | Endowments. | Subscriptions and other sources. | Total. |
| 1 | | | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| | | | Rs. | Rs. | Rs. | Rs. | Rs | Rs. | Rs. |
| UNIVERSITY EDUCATION. | | | | | | | | | |
| *Arts Colleges.* | | | | | | | | | |
| English | ... | For males ... | 1,09,711 | ... | ... | 62,639 | ... | ... | 1,72,350 |
| | | For females ... | ... | ... | ... | ... | ... | ... | ... |
| Oriental | ... | For males ... | ... | ... | ... | ... | ... | ... | ... |
| | | For females ... | ... | ... | ... | ... | ... | ... | ... |
| *Colleges for Professional Training.* | | | | | | | | | |
| Law | ... | For males ... | ... | ... | ... | ... | ... | ... | ... |
| | | For females ... | ... | ... | ... | ... | ... | ... | ... |
| Medicine | ... | For males ... | 1,26,324 | ... | ... | 25,625 | ... | ... | 1,51,949 |
| | | For females ... | ... | ... | ... | ... | ... | ... | ... |
| Engineering | ... | For males ... | ... | ... | ... | ... | ... | ... | ... |
| | | For females ... | ... | ... | ... | ... | ... | ... | ... |
| Teaching | ... | For males ... | 1,02,806 | 12,898 | 635 | ... | 7,546 | 3,414 | 1,17,299 |
| | | For females ... | ... | ... | ... | ... | ... | ... | ... |
| Agriculture | ... | For males ... | 79,139 | ... | ... | ... | ... | ... | 79,139 |
| | | For females ... | ... | ... | ... | ... | ... | ... | ... |
| Veterinary | ... | For males ... | 99,912 | ... | ... | 13,177 | ... | ... | 1,07,089 |
| | | For females ... | ... | ... | ... | ... | ... | ... | ... |
| Commercial | ... | For males ... | ... | ... | ... | ... | ... | ... | ... |
| | | For females ... | ... | ... | ... | ... | ... | ... | ... |
| Forestry | ... | For males ... | ... | ... | ... | ... | ... | ... | ... |
| | | For females ... | ... | ... | ... | ... | ... | ... | ... |
| | | Total ... | 5,11,892 | 2,898 | 635 | 1,01,441 | 7,546 | 3,414 | 6,27,826 |
| SCHOOL EDUCATION, GENERAL. | | | | | | | | | |
| *Secondary Schools.* | | | | | | | | | |
| High Schools for males | ... | ... ... | 2,88,303 | ... | ... | 3,01,979 | 1,074 | 3,026 | 5,94,382 |
| Middle Schools for males | ... | English ... ... | ... | ... | ... | ... | ... | ... | ... |
| | | Vernacular ... | ... | ... | ... | ... | ... | ... | ... |
| High Schools for females | ... | ... ... | 90,182 | ... | ... | 21,475 | ... | 2,179 | 1,13,836 |
| Middle Schools for females | ... | English ... ... | ... | ... | ... | ... | ... | ... | ... |
| | | Vernacular ... | ... | ... | ... | ... | ... | ... | ... |
| | | Total ... | 3,78,485 | ... | ... | 3,23,454 | 1,074 | 5,205 | 7,08,218 |

# TABLE IV.

## IN THE PUNJAB FOR THE OFFICIAL YEAR 1918-19.

INSTITUTIONS.

| MANAGEMENT. | | | | | | | UNDER PRIVATE MANAGEMENT. | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Managed by Local Funds and Municipal Boards.* | | | | | | | *Aided by Government or by Local or Municipal Boards.* | | | | | | |
| Provincial Revenues. | Local Funds. | Municipal Funds. | Fees. | Endowments. | Subscriptions and other sources. | Total. | Provincial Revenues. | Local Funds. | Municipal Funds. | Fees. | Endowments. | Subscriptions and other sources. | Total. |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. |
| ... | ... | ... | ... | ... | ... | ... | 1,02,880 | 300 | 1,500 | 1,56,552 | 41,788 | 29,236 | 3,32,256 |
| ... | ... | ... | ... | ... | ... | ... | 5,000 | ... | ... | 2,159 | 4,720 | 1,000 | 12,879 |
| ... | ... | ... | ... | ... | ... | ... | 21,500 | ... | ... | 373 | 6,595 | ... | 28,468 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | 11,190 | ... | ... | 3,131 | ... | 2,948 | 17,269 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | 1,40,570 | 300 | 1,500 | 1,62,215 | 53,103 | 33,184 | 3,90,872 |
| 18,741 | 29,689 | 43,110 | 1,26,209 | 308 | 57 | 2,18,074 | 3,88,190 | 17,800 | 70,530 | 5,92,413 | 1,48,456 | 1,28,174 | 13,45,613 |
| 22,778 | 73,573 | 49,017 | 2,01,489 | 10,368 | 2,607 | 3,59,832 | 48,817 | 12,482 | 11,742 | 93,581 | 39,675 | 42,475 | 2,48,272 |
| 2,15,092 | 1,03,535 | 12,212 | 65,121 | 2,484 | 294 | 3,98,738 | 1,344 | 3,439 | 500 | 1,544 | 5,556 | 2,062 | 14,445 |
| ... | ... | ... | ... | ... | ... | ... | 67,695 | ... | 7,706 | 40,884 | 11,893 | 6,717 | 1,34,895 |
| 576 | ... | 1,356 | ... | ... | ... | 1,932 | 40,015 | 1,541 | 4,884 | 14,375 | 16,307 | 17,987 | 95,109 |
| 19,729 | 10,598 | 36,009 | 85 | 1 | 4,300 | 70,722 | 19,817 | 2,743 | 12,664 | 943 | 33,659 | 18,853 | 88,679 |
| 2,76,876 | 2,17,395 | 1,41,704 | 3,92,904 | 13,161 | 7,258 | 10,49,298 | 5,65,378 | 38,005 | 1,08,076 | 7,43,740 | 2,55,546 | 2,16,268 | 19,27,013 |

# GENERAL EXPENDITURE ON PUBLIC INSTRUCTION

| OBJECTS OF EXPENDITURE. | PUBLIC INSTITUTIONS. | | | | TOTAL | |
|---|---|---|---|---|---|---|
| | UNDER PRIVATE MANAGEMENT. | | | | | |
| | *Unaided.* | | | | | |
| | Fees. | Endowments. | Subscriptions and other sources. | Total. | Provincial Revenues. | Local Funds. |
| 1 | 23 | 24 | 25 | 26 | 27 | 28 |
| | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. |
| UNIVERSITY EDUCATION—*concluded.* | | | | | | |
| *Arts Colleges*—concluded. | | | | | | |
| English ... ... For males ... | 1,18,526 | 34,055 | 15,551 | 1,68,132 | 2,12,591 | 300 |
| For females ... | ... | ... | ... | ... | 5,000 | ... |
| Oriental ... ... For males ... | ... | ... | ... | ... | 21,500 | ... |
| For females ... | ... | ... | ... | ... | ... | ... |
| *Colleges for Professional Training.* | | | | | | |
| Law ... ... For males ... | 31,422 | ... | ... | 31,422 | ... | ... |
| For females ... | ... | ... | ... | ... | ... | ... |
| Medicine ... ... For males ... | ... | ... | ... | ... | 1,26,324 | ... |
| For females ... | ... | ... | ... | ... | ... | ... |
| Engineering ... ... For males ... | ... | ... | ... | ... | ... | ... |
| For females ... | ... | ... | ... | ... | ... | ... |
| Teaching ... ... For males ... | ... | ... | ... | ... | 1,02,806 | 2,895 |
| For females ... | ... | ... | ... | ... | 11,190 | ... |
| Agriculture ... ... For males ... | ... | ... | ... | ... | 79,189 | ... |
| For females ... | ... | ... | ... | ... | ... | ... |
| Veterinary ... For males ... | ... | ... | ... | ... | 93,912 | ... |
| For females ... | ... | ... | ... | ... | ... | ... |
| Commercial ... ... For males ... | ... | ... | ... | ... | ... | ... |
| For females ... | ... | ... | ... | ... | ... | ... |
| Forestry ... ... For males ... | ... | ... | ... | ... | ... | ... |
| For females ... | ... | ... | ... | ... | ... | ... |
| Total ... | 1,49,948 | 34,055 | 15,551 | 1,99,554 | 6,52,462 | 3,198 |
| SCHOOL EDUCATION, GENERAL—*concluded.* | | | | | | |
| *Secondary Schools*—concluded. | | | | | | |
| High Schools for males ... ... ... | 96,930 | 26,161 | 23,141 | 1,46,232 | 6,95,194 | 47,489 |
| Middle Schools for males ... English ... ... | 49,502 | 10,808 | 30,229 | 90,539 | 71,095 | 56,055 |
| Vernacular ... | 165 | ... | 1,063 | 1,228 | 2,16,436 | 1,06,974 |
| High Schools for females ... ... ... | ... | 9,048 | 18,436 | 27,484 | 1,57,877 | ... |
| Middle Schools for females ... English ... ... | ... | ... | ... | ... | 40,591 | 1,541 |
| Vernacular ... | ... | ... | ... | ... | 39,546 | 13,341 |
| Total ... | 1,46,597 | 46,017 | 72,869 | 2,65,433 | 12,20,739 | 2,55,450 |

## TABLE IV—CONTINUED.

## IN THE PUNJAB FOR THE OFFICIAL YEAR 1918-19—CONTINUED.

| EXPENDITURE FROM | | | | | REMARKS. |
|---|---|---|---|---|---|
| Municipal Funds. | Fees. | Endowments. | Subscriptions and other sources. | GRAND TOTAL. | |
| 29 | 30 | 31 | 32 | 33 | 34 |
| Rs. | Rs. | Rs. | Rs. | Rs. | |
| 1,500 | 3,37,717 | 75,843 | 44,787 | 6,72,788 | The amount shown in columns 2, 9, 16 and 27 includes Imperial Fund, Rs. 19,58,072, which were utilized as follows :— |
| ... | 2,159 | 4,720 | 1,000 | 12,879 | 1. Rs. 30,524 for the Veterinary College, Lahore. |
| ... | 373 | 6,595 | ... | 28,468 | 2. Rs. 2,09,808 for the Lawrence Military Asylum, Sanawar. It includes the Imperial grant of Rs. 40,000 paid through the Punjab Education Department. |
| ... | ... | ... | ... | ... | |
| ... | 31,422 | ... | ... | 31,422 | 3. Rs. 12,440 for the appointment of additional Assistant Inspectors of Schools. |
| ... | ... | ... | ... | ... | 4. Rs. 5,880 for the Female Inspecting staff. |
| ... | 25,625 | ... | ... | 1,51,949 | 5. Rs. 11,472 for the revision of the pay of the Superintendents of boarding-houses. |
| ... | ... | ... | | ... | 6. Rs. 5,000 for the Queen Mary's College, Lahore. |
| ... | ... | ... | ... | ... | 7. Rs. 15,500 for the Normal School, Karnal. |
| ... | ... | ... | ... | ... | 8. Rs. 38,000 for salary grants to European Schools. |
| 635 | ... | 7,546 | 3,414 | 1,17,299 | 9. Rs. 33,250 for the salaries of the officers of the Indian Educational Service attached to the Khalsa College, Amritsar. |
| ... | 3,131 | ... | 2,948 | 17,269 | 10. Rs. 1,50,000 for the building of the Khalsa College, Amritsar. |
| ... | ... | ... | ... | 79,139 | 11. Rs. 19,258 for the Victoria Girls' School, Lahore. |
| ... | ... | ... | ... | ... | 12. Rs. 60,000 for the maintenance of Aided Secondary Schools. |
| ... | 13,177 | ... | ... | 1,07,089 | 13. Rs. 10,000 for the Government Training Class, Sanawar. |
| ... | ... | ... | ... | ... | 14. Rs. 30,000 for the improvement of the Islamia College, Lahore. |
| ... | ... | ... | ... | ... | 15. Rs. 12,400 for the Lawrence School, Ghora Gali. |
| ... | ... | ... | ... | ... | 16. Rs. 86,500 for the Punjab University. |
| ... | ... | ... | ... | ... | 17. Rs. 90,840 for the training of teachers. |
| 2,135 | 4,13,604 | 94,704 | 52,149 | 12,18,252 | 18. Rs. 10,79,704 to District Boards for the extension of Vernacular Education. |
| | | | | | 19. Rs. 57,486 to Municipal Committees for the extension of Vernacular Education. |
| 1,13,690 | 11,17,531 | 1,75,999 | 1,54,398 | 23,04,301 | |
| 60,759 | 3,44,572 | 60,851 | 75,811 | 6,98,643 | |
| 12,712 | 66,830 | 8,040 | 3,419 | 4,14,411 | |
| 7,706 | 62,359 | 20,941 | 27,332 | 2,76,215 | |
| 6,240 | 14,375 | 16,307 | 17,957 | 97,011 | |
| 48,673 | 1,028 | 33,660 | 23,153 | 1,59,401 | |
| 2,49,780 | 16,06,695 | 3,15,798 | 3,01,600 | 39,5 ),012 | |

# GENERAL

## EXPENDITURE ON PUBLIC INSTRUCTION

| OBJECTS OF EXPENDITURE. | PUBLIC | | | | | | |
|---|---|---|---|---|---|---|---|
| | UNDER PUBLIC | | | | | | |
| | *Managed by Government.* | | | | | | |
| | Provincial Revenues. | Local Funds. | Municipal Funds. | Fees. | Endowments. | Subscriptions and other sources. | Total. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| *Primary Schools.* | Rs. | Rs. | Rs. | Rs | Rs. | Rs. | Rs. |
| For males ... ... ... ... ... | 15,013 | ... | ... | 5,796 | 43 | 21 | 20 873 |
| For females ... ... ... ... | 425 | ... | ... | ... | ... | ... | 425 |
| Total ... | 15,438 | ... | ... | 5,796 | 43 | 21 | 21,298 |
| SCHOOL EDUCATION, SPECIAL. | | | | | | | |
| Training Schools ... ... For males ... | 1,46,122 | 56 | ... | ... | ... | 176 | 1,46,354 |
| For females ... | 41,737 | .. | 311 | .. | 200 | ... | 42,248 |
| Schools of Art ... ... For males ... | 48,559 | ... | ... | 956 | ... | ... | 49,515 |
| For females ... | ... | ... | ... | ... | ... | ... | ... |
| Law Schools ... .. For males ... | ... | ... | ... | ... | ... | ... | ... |
| For females ... | ... | ... | ... | ... | ... | ... | ... |
| Medical Schools ... ... For males ... | 18,838 | ... | ... | 3,543 | ... | ... | 22,381 |
| For females ... | ... | ... | ... | ... | ... | ... | ... |
| Engineering and Surveying Schools For males ... | 33,145 | ... | ... | 6,445 | ... | ... | 39,590 |
| For females ... | ... | ... | ... | ... | ... | ... | ... |
| Technical and Industrial Schools .. For males ... | 19,631 | ... | ... | 400 | ... | 1,319 | 21,350 |
| For females ... | ... | ... | ... | ... | ... | ... | ... |
| Commercial Schools ... ... For males ... | ... | ... | ... | ... | ... | ... | ... |
| For females ... | ... | ... | ... | ... | ... | ... | ... |
| Agricultural Schools ... ... For males ... | ... | ... | ... | ... | ... | ... | ... |
| For females ... | ... | ... | ... | ... | ... | ... | ... |
| Reformatory Schools... ... For males ... | 28,245 | ... | ... | ... | ... | ... | 28,245 |
| Por females ... | ... | ... | ... | ... | ... | ... | ... |
| Other Schools ... ... For males ... | 1,567 | ... | ... | 41 | ... | 24 | 1,632 |
| For females ... | ... | ... | ... | ... | ... | ... | ... |
| Total ... | 3,37,844 | 56 | 311 | 11,385 | 200 | 1,519 | 3,51,315 |
| *Total Direct Expenditure* ... | 12,43,659 | 2,954 | 946 | 4,42.076 | 8,863 | 10,159 | 17,08,657 |
| *Buildings, furniture and apparatus* ... ... | 4,65,027 | .. | ... | 14,071 | .. | 11,807 | 4,90,905 |
| University... ... ... ... ... | ... | ... | ... | ... | ... | ... | ... |
| Direction ... ... ... ... ... | ... | ... | ... | ... | ... | ... | ... |
| Inspection ... ... ... ... ... | ... | ... | ... | ... | ... | ... | ... |
| Scholarships held in— | | | | | | | |
| Arts Colleges ... ... ... ... | ... | ... | ... | ... | ... | ... | ... |
| Medical Colleges ... ... ... ... | ... | ... | ... | ... | ... | ... | ... |
| Other Professional Colleges ... ... ... | ... | ... | ... | ... | ... | ... | ... |
| Secondary Schools ... ... ... | ... | ... | ... | ... | ... | ... | ... |
| Primary Schools ... ... ... ... | ... | ... | ... | ... | ... | .. | ... |
| Medical Schools ... ... ... ... | ... | ... | ... | ... | ... | ... | ... |
| Technical and Industrial Schools ... ... | ... | ... | ... | ... | ... | ... | ... |
| Other Special Schools ... ... ... | ... | ... | ... | ... | ... | ... | ... |
| Miscellaneous ... ... ... ... | ... | ... | ... | ... | ... | ... | ... |
| Boarding-houses ... ... ... ... | ... | ... | ... | ... | ... | ... | ... |
| *Total Indirect Expenditure* ... | 4,65,027 | ... | ... | 14,071 | ... | 11,807 | 4,90,905 |
| TOTAL EXPENDITURE PUBLIC INSTRUCTION ... | 17,08,686 | 2,954 | 946 | 4,56 147 | 8,863 | 21,966 | 21,99,562 |

## TABLE IV—CONTINUED.

## IN THE PUNJAB FOR THE OFFICIAL YEAR 1918-19—CONTINUED.

| INSTITUTIONS. | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| MANAGEMENT. | | | | | | | UNDER PRIVATE MANAGEMENT. | | | | | | |
| *Managed by Local Funds and Municipal Boards.* | | | | | | | *Aided by Government or by Local or Municipal Boards.* | | | | | | |
| Provincial Revenues. | Local Funds. | Municipal Funds. | Fees. | Endowments. | Subscriptions and other sources. | Total. | Provincial Revenues. | Local Funds. | Municipal Funds. | Fees. | Endowments. | Subscriptions and other sources. | Total. |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. |
| 9,46,961 | 4,03,441 | 58,695 | 1,02,577 | 1,222 | 1,757 | 15,14,653 | 1,34,554 | 47,626 | 22,608 | 29,232 | 35,087 | 59,154 | 3,28,261 |
| 1,10,805 | 1,02,652 | 59,105 | ... | 205 | 96 | 2,72,863 | 50,356 | 12,735 | 14,778 | 4,049 | 42,811 | 23,500 | 1,48,229 |
| 10,57,766 | 5,06,093 | 1,17,800 | 1,02,577 | 1,427 | 1,853 | 17,87,516 | 1,84,910 | 60,361 | 37,386 | 33,281 | 77,898 | 82,654 | 4,76,490 |
| 5,573 | 609 | ... | ... | 44 | | 6,226 | 3,000 | ... | ... | ... | ... | 2,515 | 5,515 |
| 1,879 | 264 | 489 | ... | ... | ... | 2,632 | 2,848 | 62 | ... | 248 | 2,919 | 5,449 | 11,526 |
| ... | ... | ... | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | 24,000 | ... | ... | 4,656 | 10,977 | 8,422 | 48,055 |
| ... | ... | ... | ... | ... | .. | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| 24,823 | 18,554 | 17,544 | 2,336 | 826 | 379 | 64,462 | 4,035 | 766 | 2,388 | 1,594 | 7,947 | 5,155 | 21,885 |
| ... | ... | ... | ... | ... | ... | ... | 619 | 3,185 | ... | 210 | 2,580 | ... | 6,594 |
| ... | ... | ... | ... | ... | | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | .. | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | .. | ... | ... | ... | ... | .. | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | 8,028 | ... | ... | 2,324 | ... | 2,496 | 12,848 |
| ... | ... | ... | . | ... | ... | ... | 3,630 | ... | ... | 1,470 | ... | 959 | 6,059 |
| 32,275 | 19,427 | 18,033 | 2,336 | 870 | 379 | 73,320 | 46,160 | 4,013 | 2,388 | 10,502 | 24,423 | 24,996 | 1,12,482 |
| 13,66,917 | 7,42,915 | 2,77,537 | 4,97,817 | 15,458 | 9,496 | 29,10,134 | 9,37,013 | 1,02,679 | 1,49,350 | 9,49,738 | 4,10,970 | 3,57,102 | 29,06,857 |
| 1,64,126 | 2,35,202 | 52,057 | | 500 | 23,543 | 4,75,428 | 4,32,052 | ... | 115 | 24,261 | 63,741 | 1,53,353 | 6,73,522 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | .. | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| 1,64,126 | 2,35,202 | 52,057 | ... | 500 | 23,543 | 4,75,428 | 4,32,052 | ... | 115 | 24,261 | 63,741 | 1,53,353 | 6,73,522 |
| 15,31,043 | 9,78,117 | 3,29,594 | 4,97,817 | 15,958 | 33,033 | 33,85,562 | 13,69,070 | 1,02,679 | 1,49,465 | 9,73,999 | 4,74,711 | 5,10,455 | 35,80,379 |

GENERAL

EXPENDITURE ON PUBLIC INSTRUCTION IN THE

| OBJECTS OF EXPENDITURE | PUBLIC INSTITUTIONS. | | | | TOTAL | |
|---|---|---|---|---|---|---|
| | UNDER PRIVATE MANAGEMENT. | | | | | |
| | *Unaided.* | | | | | |
| | Fees. | Endowmets. | Subscriptions and other sources. | Total. | Provincial Revenues. | Local Funds. |
| 1 | 23 | 24 | 25 | 26 | 27 | 28 |
| *Primary Schools.* | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. |
| For males ... ... ... ... ... | 5,918 | 10,763 | 8,928 | 25,609 | 10,96,528 | 4,51,067 |
| For females ... ... ... ... ... | ... | 2,049 | 1,977 | 4,026 | 1,61,586 | 1,15,387 |
| Total ... | 5,918 | 12,812 | 10,905 | 29,635 | 12,58,114 | 5,66,454 |
| SCHOOL EDUCATION, SPECIAL. | | | | | | |
| Training Schools ... ... { For males ... | 1,175 | 751 | 972 | 2,898 | 1,54,695 | 665 |
| { For females ... | ... | ... | ... | ... | 46,464 | 326 |
| Schools of Art ... ... { For males ... | ... | ... | ... | ... | 48,559 | ... |
| { For females ... | ... | ... | ... | ... | ... | ... |
| Law Schools ... ... { For males ... | ... | ... | ... | ... | ... | ... |
| { For females ... | ... | ... | ... | ... | ... | ... |
| Medical Schools ... ... { For males ... | 1,104 | ... | 3,175 | 4,279 | 18,838 | ... |
| { For females ... | ... | ... | ... | ... | 24,000 | ... |
| Engineering and Surveying Schools { For males ... | ... | ... | ... | ... | 33,145 | ... |
| { For females ... | ... | ... | ... | ... | ... | ... |
| Technical and Industrial Schools ... { For males ... | ... | ... | ... | ... | 48,489 | 19,320 |
| { For females ... | ... | ... | ... | ... | 619 | 3,185 |
| Commercial Schools ... ... { For males ... | ... | ... | ... | ... | ... | ... |
| { For females ... | ... | ... | ... | ... | ... | |
| Agricultural Schools ... ... { For males ... | ... | ... | ... | ... | ... | ... |
| { For females ... | ... | ... | ... | ... | ... | ... |
| Reformatory Schools ... ... { For males ... | ... | ... | ... | ... | 28,245 | ... |
| { For females ... | ... | ... | ... | ... | ... | ... |
| Other Schools ... ... { For males ... | ... | ... | ... | ... | 9,595 | ... |
| { For females ... | ... | ... | ... | ... | 3,630 | ... |
| Total ... | 2,279 | 751 | 4,147 | 7,177 | 4,16,279 | 23,496 |
| *Total Direct Expenditure* ... | 3,04,742 | 93,635 | 1,03,472 | 5,01,849 | 35,47,594 | 8,48,548 |
| *Buildings, furniture and apparatus* ... ... | 5,519 | 23,884 | 2,12,663 | 2,42,066 | 10,61,205 | 2,35,202 |
| University ... ... ... ... ... | ... | ... | ... | ... | 65,000 | ... |
| Direction ... ... ... ... ... | ... | ... | ... | ... | 73,953 | ... |
| Inspection ... ... ... ... ... | ... | ... | ... | ... | 3,44,021 | 68,533 |
| Scholarships held in — | | | | | | |
| Arts Colleges ... ... ... ... | ... | ... | ... | ... | 18,544 | 2,197 |
| Medical Colleges ... ... ... ... | ... | ... | ... | ... | 5,638 | 320 |
| Other Professional Colleges ... ... ... | ... | ... | ... | ... | 5,085 | 3,064 |
| Secondary Schools ... ... ... ... | ... | ... | ... | ... | 93,384 | 88,234 |
| Primary Schools ... ... ... ... | ... | ... | ... | ... | 23,059 | 1,000 |
| Medical Schools ... ... ... ... | ... | ... | ... | ... | 11,210 | 500 |
| Technical and Industrial Schools ... ... | ... | ... | ... | ... | 7,190 | 5,243 |
| Other Special Schools ... ... ... | ... | ... | ... | ... | ... | 1,968 |
| Miscellaneous ... ... ... ... | ... | ... | ... | ... | 2,17,134 | 48,482 |
| Boarding-houses ... ... ... ... | ... | ... | ... | ... | 1,96,061 | 47,329 |
| *Total Indirect Expenditure* ... | 5,519 | 23,884 | 2,12,663 | 2,42,066 | 21,21,484 | 5,02,072 |
| TOTAL EXPENDITURE ON PUBLIC INSTRUCTION ... | 3,10,261 | 1,17,519 | 3,16,135 | 7,43,915 | 56,69,078 | 13,50,620 |

TABLE IV—CONCLUDED.

PUNJAB FOR THE OFFICIAL YEAR 1918-19—CONCLUDED.

| EXPENDITURE FROM | | | | | REMARKS |
|---|---|---|---|---|---|
| Municipal Funds. | Fees. | Endowments. | Subscriptions and other sources. | GRAND TOTAL. | |
| 29 | 30 | 31 | 32 | 33 | 34 |
| Rs. | Rs. | Rs | Rs. | Rs. | |
| 81,303 | 1,43,523 | 47,115 | 69,860 | 18,89,396 | The amount shown in columns 2, 9, 16 and 27 includes Imperial Fund, Rs. 19,58,072, which were utilized as follows :— |
| 73,883 | 4,049 | 45,065 | 25,573 | 4,25,543 | |
| 1,55,186 | 1,47,572 | 92,180 | 95,433 | 23,14,939 | 1. Rs. 30,524 for the Veterinary College, Lahore. |
| | | | | | 2. Rs. 2,09,808 for the Lawrence Military Asylum, Sanawar. It includes the Imperial grant of Rs. 40,000 paid through the Punjab Education Department. |
| ... | 1,175 | 795 | 3,663 | 1,60,993 | 3. Rs. 12,440 for the appointment of additional Assistant Inspectors of Schools. |
| 800 | 248 | 3,119 | 5,449 | 56,406 | |
| ... | 956 | ... | ... | 49,515 | 4. Rs. 5,880 for the Female Inspecting staff. |
| ... | ... | ... | ... | ... | 5. Rs. 11,472 for the revision of the pay of the Superintendents of boarding-houses. |
| ... | ... | ... | ... | ... | 6. Rs. 5,000 for the Queen Mary's College, Lahore. |
| ... | ... | ... | ... | ... | 7. Rs. 15,500 for the Normal School, Karnal. |
| ... | 4,647 | ... | 3,175 | 26,660 | 8. Rs. 38,000 for salary grants to European Schools. |
| ... | 4,656 | 10,977 | 8,422 | 48,055 | 9. Rs. 33,250 for the salaries of the officers of the Indian Educational Service attached to the Khalsa College Amritsar. |
| .. | 6,445 | ... | ... | 39,590 | |
| ... | ... | ... | ... | ... | 10. Rs. 1,50,000 for the building of the Khalsa College, Amritsar. |
| 19,932 | 4,330 | 8,773 | 6,853 | 1,07,697 | 11. Rs. 19,258 for the Victoria Girls' School, Lahore. |
| | 210 | 2,580 | ... | 6,594 | 12. Rs. 60,000 for the maintenance of Aided Secondary Schools. |
| ... | ... | ... | .. | ... | |
| ... | ... | ... | ... | ... | 13. Rs. 10,000 for the Government Training Class, Sanawar. |
| ... | ... | ... | ... | ... | 14. Rs. 30,000 for the improvement of the Islamia College, Lahore. |
| ... | ... | ... | ... | ... | 15. Rs. 12,400 for the Lawrence, School, Ghora Gali. |
| ... | ... | .. | ... | 28,245 | 16. Rs. 86,500 for the Punjab University. |
| ... | ... | ... | ... | ... | 17. Rs. 90,840 for the training of teachers. |
| .. | 2,365 | ... | 2,520 | 14,480 | 18. Rs. 10,79,704 to District Boards for the extension of Vernacular Education. |
| ... | 1,470 | ... | 959 | 6,059 | |
| 20,732 | 26,502 | 26,244 | 31,041 | 5,44,294 | 19. Rs. 57,496 to Municipal Committees for the extension of Vernacular Education. |
| 4,27,833 | 21,94,373 | 5,28,926 | 4,80,223 | 80,27,497 | |
| 52,172 | 43,851 | 88,125 | 4,01,366 | 18,81,921 | |
| ... | 2,17,171 | 4,898 | ... | 2,87,069 | |
| ... | ... | ... | ... | 73,953 | |
| 6,882 | ... | ... | ... | 4,19,436 | |
| 2,083 | ... | 15,138 | 21,835 | 59,797 | |
| 345 | ... | ... | 1,156 | 7,459 | |
| 1,640 | ... | 4,582 | 17,379 | 31,750 | |
| 18,411 | .. | 1,843 | 1,418 | 2,03,290 | |
| 171 | ... | 323 | 139 | 24,692 | |
| 64 | ... | ... | 37,854 | 49,628 | |
| 2,735 | .. | 1,003 | 833 | 17,004 | |
| 131 | ... | 553 | ... | 2,652 | |
| 16,078 | 41,065 | 3,616 | 1,21,219 | 4,47,594 | |
| 11,652 | 4,09,292 | 87,058 | 1,17,052 | 8,68,444 | |
| 1,12,364 | 7,11,379 | 2,07,139 | 7,20,251 | 43,74,689 | |
| 5,40,197 | 29,05,752 | 7,36,065 | 12,00,474 | 1,24,02,186 | |

# GENERAL

## EXPENDITURE ON PUBLIC INSTRUCTION FOR EUROPEANS IN THE

PUBLIC

| OBJECTS OF EXPENDITURE | Under Public Management. | | | | | Under Private | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | *Managed by Government.* | | | | | *Aided by Government or by Local* | | | | |
| | Provincial Revenues. | Fees. | Endowments. | Subscription and other sources. | Total. | Provincial Revenues. | District Funds. | Municipal Funds. | Fees. | Endowments. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| University Education. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. |
| *Arts Colleges.* | | | | | | | | | | |
| English ... ... For males | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| English ... ... For females | ... | ... | ... | ... | ... | ... | .. | ... | ... | ... |
| *Colleges for Professional Training.* | | | | | | | | | | |
| Teaching... ... For males | 11,762 | ... | 7,546 | ... | 19,308 | ... | ... | ... | ... | ... |
| Teaching... ... For females | ... | ... | | ... | ... | 11,190 | ... | ... | 3,131 | ... |
| Total | 11,762 | ... | 7,546 | ... | 19,308 | 11,190 | ... | ... | 3,131 | ... |
| School Education, General. | | | | | | | | | | |
| *Secondary Schools.* | | | | | | | | | | |
| High Schools for males ... ... | 42,709 | 18,687 | | 2,906 | 64,302 | 42,832 | ... | ... | 18,678 | ... |
| Middle Schools—English—for males ... | ... | ... | ... | ... | ... | 10,073 | ... | ... | 2,498 | 943 |
| High Schools for females ... .. | 43,313 | 14,806 | ... | 2,179 | 60,298 | 52,485 | ... | ... | 34,301 | ... |
| Middle Schools—English—for females... | ... | ... | ... | ... | ... | 40,015 | ... | 100 | 14,220 | 1,829 |
| Total .. | 86,022 | 33,493 | ... | 5,085 | 1,24,600 | 1,45,405 | ... | 100 | 69,697 | 2,772 |
| *Primary Schools.* | | | | | | | | | | |
| For males ... ... ... | ... | ... | ... | ... | ... | 11,777 | ... | ... | 5,802 | ... |
| For females ... ... ... | ... | | ... | ... | | 1.098 | ... | ... | 417 | ... |
| Total ... | ... | ... | ... | ... | ... | 12,875 | ... | ... | 6.219 | ... |
| School Education, Special. | | | | | | | | | | |
| Training Schools ... For males | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Training Schools ... For females | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Engineering and Surveying Schools. For males | ... | .. | ... | .. | ... | ... | ... | ... | ... | ... |
| Engineering and Surveying Schools. For females | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Technical and Industrial Schools. For males | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Technical and Industrial Schools. For females | ... | | ... | ... | ... | ... | ... | ... | ... | ... |
| Commercial Schools ... For males | ... | ... | ... | ... | | ... | ... | ... | ... | ... |
| Commercial Schools ... For females | ... | ... | ... | ... | ... | ... | .. | ... | ... | ... |
| Other Schools ... For males | ... | ... | | ... | ... | ... | ... | ... | ... | ... |
| Other Schools ... For females | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Total ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Total Direct Expenditure ... | 97,784 | 33,493 | 7,546 | 5,085 | 1,43,908 | 1,69,470 | ... | 100 | 79,047 | 2,772 |
| *Buildings, furniture and apparatus* ... | 9,513 | .. | ... | ... | 9,513 | 54,616 | ... | ... | 23,977 | ... |
| Inspection ... ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Scholarships held in— | | | | | | | | | | |
| Arts Colleges ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Medical Colleges ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Other Professional Colleges . | ... | ... | ... | ... | ... | | ... | ... | ... | ... |
| Secondary Schools ... .. | ... | ... | ... | .. | | ... | .. | ... | ... | ... |
| Primary Schools ... ... | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Medical Schools ... ... | ... | ... | ... | | ... | ... | ... | ... | ... | ... |
| Technical and Industrial Schools | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Miscellaneous ... ... | ... | ... | | .. | ... | ... | ... | ... | ... | ... |
| Boarding-houses ... .. | .. | ... | ... | ... | .. | ... | ... | ... | ... | ... |
| Total Indirect Expenditure ... | 9,513 | ... | ... | ... | 9,513 | 54,616 | | .. | 23,977 | .. |
| TOTAL EXPENDITURE ON PUBLIC INSTRUCTION. | 1,07,297 | 33493 | 7,546 | 5,085 | 1,53 421 | 2,24,086 | ... | 100 | 1,03,024 | 2,772 |

# TABLE IV-A.

## PUNJAB FOR THE OFFICIAL YEAR 1918-19.

| INSTITUTIONS. | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| MANAGEMENT. | | | | | | TOTAL EXPENDITURE FROM | | | | | | | |
| *or Municipal Boards.* | | *Unaided* | | | | | | | | | | | |
| Subscriptions and other sources. | Total. | Fees. | Endowments. | Subscriptions and other sources. | Total. | Provincial Revenues. | District Funds. | Municipal Funds. | Fees. | Endowments. | Subscriptions and other sources. | GRAND TOTAL. | REMARKS. |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | .. | ... | ... | .. | ... | ... | ... | .. | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | 11,762 | ... | ... | ... | 7,546 | ... | 19,308 | |
| 2,948 | 17,269 | ... | ... | ... | ... | 11,190 | ... | ... | 3,131 | ... | 2,948 | 17,269 | |
| 2,948 | 17,269 | ... | ... | ... | ... | 22,952 | ... | ... | 3,131 | 7,546 | 2,948 | 36 577 | |
| 3,525 | 65,035 | ... | ... | ... | ... | 85,541 | ... | ... | 37,365 | ... | 6,431 | 1,29,337 | |
| 8,514 | 22,028 | ... | ... | ... | ... | 10,073 | ... | ... | 2,498 | 948 | 8,514 | 22,028 | |
| 1,048 | 87,834 | ... | ... | ... | ... | 95,798 | ... | ... | 49,107 | .. | 3,227 | 1,48,132 | |
| 11,911 | 68,075 | ... | ... | ... | ... | 40,015 | . | 100 | 14,220 | 1,829 | 11,911 | 68,075 | |
| 24,998 | 2,42,972 | ... | ... | ... | . | 2,31,427 | ... | 100 | 1,03,190 | 2,772 | 30,083 | 3,67,572 | |
| 7,316 | 24,895 | ... | ... | ... | .. | 11,777 | ... | ... | 5,802 | ... | 7,316 | 24,895 | |
| 797 | 2,312 | ... | ... | ... | .. | 1,09 8 | ... | ... | 417 | ... | 797 | 2,312 | |
| 8,113 | 27,207 | ... | ... | ... | ... | 12,875 | ... | ... | 6,219 | ... | 8,113 | 27,207 | |
| ... | ... | ... | ... | ... | ... | .. | ... | ... | ... | .. | ... | ... | |
| ... | ... | ... | ... | ... | . | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | .. | ... | . | ... | ... | ... | |
| ... | ... | ... | ... | ... | | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | | ... | ... | ... | ... | | | |
| ... | ... | ... | ... | . | ... | ... | ... | ... | ... | ... | ... | ... | |
| 36,059 | 2,87,448 | ... | ... | ... | ... | 2,67,254 | ... | 100 | 1,12,540 | 10,318 | 41,144 | 4,31,356 | |
| 71,894 | 1,50,487 | ... | ... | ... | ... | 64,129 | . | ... | 28,977 | ... | 71,894 | 1,60,000 | |
| ... | ... | ... | . | ... | ... | 7,865 | ... | ... | ... | ... | ... | 7,865 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | .. | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | 2,400 | ... | ... | ... | ... | ... | 2,400 | |
| ... | ... | ... | ... | ... | ... | 9,500 | ... | ... | ... | ... | 44 | 9,544 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | 1,44,678 | ... | | 41,044 | 3,443 | 91,627 | 2,80,792 | |
| ... | ... | ... | ... | ... | ... | 96,500 | ... | ... | 2,25,927 | ... | 57,819 | 3,80,246 | |
| 71,894 | 1,50,487 | ... | ... | ... | ... | 3,25,072 | ... | ... | 2,93,948 | 3,443 | 2,21,384 | 8,40,847 | |
| 1,07,953 | 4,37,935 | ... | ... | ... | ... | 5,92,326 | ... | 100 | 4,06,488 | 13,761 | 2,62,528 | 12,72,203 | |

*The amount shown in columns 2, 7 and 15 includes Imperial Funds, Rs. 2,70, 208 which were utilized as follows:—

1. Rs. 2,09,808 for the Lawrence Military Asylum, Sanawar.
2. Rs. 38,000 for salary grants to European Schools.
3. Rs. 10,000 for the Government Training Class, Sanawar.
4. Rs. 12,400 for the Lawrence School, Ghora Gali.

STAGES FOR INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS FOR

| Class of School. | | Number of Schools. | Number of pupils on the rolls on 31st March. | High Stage. *Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.* | | |
|---|---|---|---|---|---|---|
| | | | | Males. | Females. | Total. |
| 1 | | 2 | 3 | 4 | 5 | 6 |
| **Secondary Schools.** | | | | | | |
| ***For Males.*** | | | | | | |
| Government | English | 30 | 11,996 | 2,757 | ... | 2,757 |
| | Vernacular | ... | ... | ... | ... | ... |
| Local Fund | English | 51 | 12,373 | 426 | ... | 426 |
| | Vernacular | 149 | 26,237 | ... | ... | ... |
| Municipal Fund | English | 38 | 9,461 | 457 | ... | 457 |
| | Vernacular | 10 | 1,442 | ... | ... | ... |
| Aided | English | 140 | 44,978 | 6,429 | ... | 6,429 |
| | Vernacular | 4 | 710 | ... | ... | ... |
| Unaided | English | 39 | 9,172 | 1,285 | ... | 1,285 |
| | Vernacular | 1 | 91 | ... | ... | ... |
| Total | | 462 | 116,460 | 11,354 | ... | 11,354 |
| ***For Females.*** | | | | | | |
| Government | English | 4 | 983 | ... | 56 | 56 |
| | Vernacular | ... | ... | ... | ... | ... |
| Local Fund | English | ... | ... | ... | ... | ... |
| | Vernacular | 5 | 805 | ... | ... | ... |
| Municipal Fund | English | 1 | 48 | ... | ... | ... |
| | Vernacular | 18 | 2,807 | ... | ... | ... |
| Aided | English | 28 | 3,001 | ... | 165 | 165 |
| | Vernacular | 31 | 5,665 | ... | ... | ... |
| Unaided | English | 2 | 436 | ... | 25 | 25 |
| | Vernacular | ... | ... | ... | ... | ... |
| Total | | 89 | 13,745 | ... | 246 | 246 |
| Total Secondary Schools | | 551 | 130,205 | 11,354 | 246 | 11,600 |
| **Primary Schools.** | | | | | | |
| ***For Males.*** | | | | | | |
| Government | | 9 | 1,142 | ... | ... | ... |
| Local Fund | | 3,750 | 178,267 | ... | ... | ... |
| Municipal Fund | | 114 | 10,800 | ... | ... | ... |
| Aided | | 1,208 | 52,508 | ... | ... | ... |
| Unaided | | 91 | 4,054 | ... | ... | ... |
| Total | | 5,172 | 246,771 | ... | ... | ... |
| ***For Females.*** | | | | | | |
| Government | | 2 | 166 | ... | ... | ... |
| Local Fund | | 458 | 17,053 | ... | ... | ... |
| Municipal Fund | | 168 | 10,401 | ... | ... | ... |
| Aided | | 290 | 14,127 | ... | ... | ... |
| Unaided | | 33 | 1,172 | ... | ... | ... |
| Total | | 951 | 42,919 | ... | ... | ... |
| Total Primary Schools | | 6,123 | 289,690 | ... | ... | ... |
| GRAND TOTAL | | 6,674 | 419,895 | 11,354 | 246 | 11,600 |

# TABLE V.

## GENERAL EDUCATION IN THE PUNJAB AT THE END OF OFFICIAL YEAR 1918-19.

| Middle Stage. *Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary Middle Stage.* | | | Total Secondary Stage. | | | Upper Primary Stage. *Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.* | | |
|---|---|---|---|---|---|---|---|---|
| Males. | Females. | Total. | Males. | Females. | Total. | Males. | Females. | Total. |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 4,738 | ... | 4,738 | 7,495 | ... | 7,495 | 2,802 | ... | 2,802 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| 4,370 | ... | 4,370 | 4,796 | ... | 4,796 | 3,958 | ... | 3,958 |
| 7,794 | 4 | 7,798 | 7,794 | 4 | 7,798 | 4,898 | ... | 4,898 |
| 3,153 | ... | 3,153 | 3,610 | ... | 3,610 | 2,644 | ... | 2,644 |
| 342 | ... | 342 | 342 | ... | 342 | 311 | ... | 311 |
| 14,543 | 9 | 14,552 | 20,972 | 9 | 20,981 | 10,750 | 8 | 10,758 |
| 165 | ... | 165 | 165 | ... | 165 | 133 | ... | 133 |
| 3,286 | ... | 3,286 | 4,571 | ... | 4,571 | 2,394 | ... | 2,394 |
| 21 | ... | 21 | 21 | ... | 21 | 20 | ... | 20 |
| 38,412 | 13 | 38,425 | 49,766 | 13 | 49,779 | 27,910 | 8 | 27,918 |
| ... | 238 | 238 | ... | 294 | 294 | 5 | 186 | 191 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | 96 | 96 | ... | 96 | 96 | ... | 153 | 153 |
| ... | 13 | 13 | ... | 13 | 13 | ... | 9 | 9 |
| ... | 489 | 489 | ... | 489 | 489 | 4 | 779 | 783 |
| 10 | 646 | 656 | 10 | 811 | 821 | 47 | 549 | 596 |
| .. | 470 | 470 | ... | 470 | 470 | ... | 931 | 931 |
| ... | 111 | 111 | ... | 136 | 136 | ... | 110 | 110 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| 10 | 2,063 | 2,073 | 10 | 2,309 | 2,319 | 56 | 2,717 | 2,773 |
| 38,422 | 2,076 | 40,498 | 49,776 | 2,322 | 52,098 | 27,966 | 2,725 | 30,691 |
| ... | ... | ... | ... | ... | ... | 355 | ... | 355 |
| ... | ... | ... | ... | ... | ... | 34,917 | 4 | 34,921 |
| ... | ... | ... | ... | ... | ... | 672 | ... | 672 |
| ... | ... | ... | ... | ... | ... | 5,603 | 25 | 5,627 |
| ... | ... | ... | ... | ... | ... | 454 | ... | 454 |
| ... | ... | ... | ... | ... | ... | 42,000 | 29 | 42,029 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... | ... | ... | 2,211 | 2,211 |
| ... | ... | ... | ... | ... | ... | 1 | 871 | 872 |
| ... | ... | ... | ... | ... | ... | ... | 1,547 | 1,547 |
| ... | ... | ... | ... | ... | ... | ... | 74 | 74 |
| ... | ... | ... | ... | ... | ... | 1 | 4,703 | 4,704 |
| ... | ... | ... | ... | ... | ... | 42,001 | 4,732 | 46,733 |
| 38,422 | 2,076 | 40,498 | 49,776 | 2,322 | 52,098 | 69,967 | 7,457 | 77,424 |

# GENERAL

## STAGES FOR INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS FOR

LOWER PRI

| Class of Schools. | | Comprising all pupils who have not passed | | | | | |
|---|---|---|---|---|---|---|---|
| | | *Reading Printed Books.* | | | *Not Reading Printed Books.* | | |
| | | Males. | Females. | Total. | Males. | Females. | Total. |
| 1 | | 16 | 17 | 18 | 19 | 20 | 21 |
| **Secondary Schools.** | | | | | | | |
| *For Males.* | | | | | | | |
| Government | English | 1,699 | ... | 1,699 | ... | ... | ... |
| | Vernacular | ... | ... | ... | ... | ... | ... |
| Local Fund | English | 3,619 | ... | 3,619 | ... | ... | ... |
| | Vernacular | 13,541 | ... | 13,541 | ... | ... | ... |
| Municipal Fund | English | 3,152 | ... | 3,152 | 55 | .. | 55 |
| | Vernacular | 789 | ... | 789 | ... | ... | ... |
| Aided ... | English | 13,228 | 11 | 13,239 | ... | ... | ... |
| | Vernacular | 412 | ... | 412 | ... | ... | ... |
| Unaided ... | English | 2,207 | ... | 2,207 | ... | .. | ... |
| | Vernacular | 50 | .. | 50 | ... | ... | ... |
| Total | | 38,697 | 11 | 38,708 | 55 | ... | 55 |
| *For Females.* | | | | | | | |
| Government | English | 87 | 396 | 483 | 4 | 11 | 15 |
| | Vernacular | .. | ... | ... | ... | ... | ... |
| Local Fund | English | ... | ... | ... | ... | ... | ... |
| | Vernacular | ... | 556 | 556 | ... | ... | ... |
| Municipal Fund | English | ... | 26 | 26 | ... | ... | ... |
| | Vernacular | ... | 1,535 | 1,535 | ... | ... | ... |
| Aided ... | English | 216 | 1,368 | 1,584 | ... | ... | ... |
| | Vernacular | ... | 4,264 | 4,264 | ... | ... | ... |
| Unaided ... | English | ... | 190 | 190 | ... | ... | ... |
| | Vernacular | ... | ... | ... | ... | .. | ... |
| Total | | 303 | 8,335 | 8,638 | 4 | 11 | 15 |
| Total Secondary Schools | | 39,000 | 8,346 | 47,346 | 59 | 11 | 70 |
| **Primary Schools.** | | | | | | | |
| *For Males.* | | | | | | | |
| Government | | 787 | ... | 787 | ... | ... | ... |
| Local Fund | | 143,203 | 143 | 143,346 | ... | ... | ... |
| Municipal Fund | | 10,125 | 3 | 10,128 | ... | ... | ... |
| Aided ... | | 45,988 | 893 | 46,881 | ... | ... | ... |
| Unaided ... | | 3,563 | 37 | 3,600 | ... | ... | ... |
| Total | | 203,666 | 1,076 | 204,742 | ... | ... | ... |
| *For Females.* | | | | | | | |
| Government | | .. | 166 | 166 | ... | ... | ... |
| Local Fund | | 15 | 14,827 | 14,842 | ... | ... | ... |
| Municipal Fund | | .. | 9,529 | 9,529 | ... | ... | ... |
| Aided ... | | 98 | 12,482 | 12,580 | ... | ... | ... |
| Unaided ... | | 6 | 1,092 | 1,098 | ... | ... | ... |
| Total | | 119 | 38,096 | 38,215 | ... | ... | ... |
| Total Primary Schools | | 203,785 | 39,172 | 242,957 | ... | ... | ... |
| GRAND TOTAL | | 242,785 | 47,518 | 290,303 | 59 | 11 | 70 |

## TABLE V—CONCLUDED.

## GENERAL EDUCATION IN THE PUNJAB AT THE END OF OFFICIAL YEAR 1918-19.

| MARY STAGE. | | | TOTAL PRIMARY STAGE. | | | GRAND TOTAL. | | | REMARKS. |
|---|---|---|---|---|---|---|---|---|---|
| BEYOND THE LOWER PRIMARY STAGE | | | | | | | | | |
| *Total.* | | | | | | | | | |
| Males. | Females. | Total. | Males. | Females. | Total. | Males. | Females. | Total | |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| 1,699 | ... | 1,699 | 4,501 | ... | 4,501 | 11,996 | ... | 11,996 | |
| ... | .. | ... | ... | ... | ... | ... | ... | .. | |
| 3,619 | ... | 3,619 | 7,577 | ... | 7,577 | 12,373 | ... | 12,373 | |
| 13,541 | ... | 13,541 | 18,439 | ... | 18,439 | 26,233 | 4 | 26,237 | |
| 3,207 | ... | 3,207 | 5,851 | ... | 5,851 | 9,461 | ... | 9,461 | |
| 789 | ... | 789 | 1,100 | ... | 1,100 | 1,442 | .. | 1,442 | |
| 13,228 | 11 | 13,239 | 23,978 | 19 | 23,997 | 44,950 | 28 | 44,978 | |
| 412 | ... | 412 | 545 | ... | 545 | 710 | ... | 710 | |
| 2,207 | ... | 2,207 | 4,601 | ... | 4,601 | 9,172 | ... | 9,172 | |
| 50 | ... | 50 | 70 | ... | 70 | 91 | ... | 91 | |
| 38,752 | 11 | 38,763 | 66,662 | 19 | 66,681 | 116,428 | 32 | 116,460 | |
| 91 | 407 | 498 | 96 | 593 | 689 | 98 | 887 | 983 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | 556 | 556 | ... | 709 | 709 | ... | 805 | 805 | |
| ... | 26 | 26 | ... | 35 | 35 | ... | 48 | 48 | |
| ... | 1,535 | 1,535 | 4 | 2,314 | 2,318 | 4 | 2,803 | 2,807 | |
| 216 | 1,368 | 1,584 | 263 | 1,917 | 2,180 | 273 | 2,728 | 3,001 | |
| ... | 4,264 | 4,264 | .. | 5,195 | 5,195 | ... | 5,665 | 5,665 | |
| ... | 190 | 190 | ... | 300 | 300 | ... | 436 | 436 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 307 | 8,346 | 8,653 | 363 | 11,063 | 11,426 | 373 | 13,372 | 13,745 | |
| 39,059 | 8,357 | 47,416 | 67,025 | 11,082 | 78,107 | 116,801 | 13,404 | 130,205 | |
| 787 | .. | 787 | 1,142 | ... | 1,142 | 1,142 | ... | 1,142 | |
| 143,203 | 143 | 143,346 | 178,120 | 147 | 178,267 | 178,120 | 147 | 178,267 | |
| 10,125 | 3 | 10,128 | 10,797 | 3 | 10,800 | 10,797 | 3 | 10,800 | |
| 45,988 | 893 | 46,881 | 51,590 | 918 | 52,508 | 51,590 | 918 | 52,508 | |
| 3,563 | 37 | 3,600 | 4,017 | 37 | 4,054 | 4,017 | 37 | 4,054 | |
| 203,666 | 1,073 | 204,742 | 245,666 | 1,105 | 246,771 | 245,666 | 1,105 | 246,771 | |
| ... | 166 | 166 | ... | 166 | 166 | ... | 166 | 166 | |
| 15 | 14,827 | 14,842 | 15 | 17,038 | 17,053 | 15 | 17,038 | 17,053 | |
| ... | 9,529 | 9,529 | 1 | 10,400 | 10,401 | 1 | 10,400 | 10,401 | |
| 98 | 12,482 | 12,580 | 98 | 14,029 | 14,127 | 98 | 14,029 | 14,127 | |
| 6 | 1,092 | 1,098 | 6 | 1,166 | 1,172 | 6 | 1,166 | 1,172 | |
| 119 | 38,096 | 38,215 | 120 | 42,799 | 42,919 | 120 | 42,799 | 42,919 | |
| 203,785 | 39,172 | 242,957 | 245,786 | 43,904 | 289,690 | 245,786 | 43,904 | 289,690 | |
| 242,844 | 47,529 | 290,373 | 312,811 | 54,986 | 367,797 | 362,587 | 57,308 | 419,895 | |

## GENERAL TABLE V-A.

### TABLE SHOWING THE NUMBER OF PUPILS IN EACH STAGE OF INSTRUCTION, CLASSIFIED ACCORDING TO SEX, RACE OR CREED.

| | | Europeans and Anglo-Indians. | Indian Christians. | Hindus. | | Sikhs. | Muhammadans. | Buddhists. | Parsis. | Others. | Total of columns 2 to 10. | Depressed classes. | Total of columns 11 to 12. | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Brahmans. | Non-Brahmans. | | | | | | | | | |
| 1 | | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| College stage ... | Males ... | 17 | 55 | 602 | 3,150 | 852 | 1,322 | ... | 1 | ... | 5,999 | ... | 5,999 | |
| | Females ... | 30 | 20 | 2 | 6 | 1 | 1 | ... | 1 | ... | 61 | ... | 61 | |
| High stage ... | Males ... | 94 | 97 | 1,486 | 5,012 | 1,826 | 2,821 | ... | 8 | 6 | 11,350 | 4 | 11,354 | |
| | Females ... | 139 | 37 | 10 | 32 | 18 | 9 | ... | ... | 1 | 246 | ... | 246 | |
| Middle stage ... | Males ... | 419 | 350 | 4,697 | 15,097 | 6,017 | 11,762 | 4 | 10 | 28 | 38,384 | 38 | 38,422 | |
| | Females ... | 503 | 225 | 90 | 676 | 272 | 292 | ... | 8 | 10 | 2,076 | ... | 2,076 | |
| Upper Primary stage ... | Males ... | 264 | 526 | 7,197 | 25,468 | 11,172 | 25,031 | ... | 17 | 71 | 69,746 | 221 | 69,967 | |
| | Females ... | 350 | 356 | 631 | 3,345 | 1,249 | 1,498 | ... | 10 | 12 | 7,451 | 6 | 7,457 | |
| Lower Primary stage ... | Males ... | 534 | 3,087 | 20,595 | 81,022 | 32,743 | 102,619 | 10 | 12 | 661 | 241,283 | 1,561 | 242,844 | |
| | Females ... | 617 | 1,356 | 3,667 | 21,097 | 7,488 | 13,076 | 11 | 10 | 103 | 47,425 | 104 | 47,529 | |
| Special schools ... | Males ... | 2 | 167 | 411 | 1,136 | 487 | 2,363 | 1 | 1 | 16 | 4,584 | 178 | 4,762 | |
| | Females ... | 55 | 589 | 23 | 102 | 35 | 105 | ... | 2 | ... | 911 | ... | 911 | |
| Private institutions ... | Males ... | 23 | 202 | 3,008 | 9,320 | 2,434 | 17,804 | 4 | ... | 141 | 32,936 | 160 | 33,096 | |
| | Females ... | 28 | 20 | 275 | 1,107 | 571 | 10,447 | 2 | ... | 26 | 12,476 | ... | 12,476 | |
| Grand Total ... | Males ... | 1,353 | 4,484 | 37,996 | 1,40,205 | 55,531 | 163,722 | 19 | 49 | 923 | 404,282 | 2,162 | 406,444 | |
| | Females ... | 1,722 | 2,603 | 4,698 | 26,365 | 9,634 | 25,428 | 13 | 31 | 152 | 70,646 | 110 | 70,756 | |
| | Total ... | 3,075 | 7,087 | 42,694 | 1,66,570 | 65,165 | 189,150 | 32 | 80 | 1,075 | 474,928 | 2,272 | 477,200 | |

# GENERAL TABLE VI.

## RESULTS OF THE PRESCRIBED EXAMINATION IN THE PUNJAB DURING THE OFFICIAL YEAR 1918-19.

LIBRARY
OF THE
BOMBAY
BRANCH
OF THE
ROYAL ASIATIC SOCIETY.

# GENERAL

## RESULTS OF THE PRESCRIBED EXAMINATION

| Nature of Examination. | | Number of Institutions sending Examinees. | | | | Number of Examinees. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Institutions under public management. | Aided institutions. | Other institutions. | Total. | Institutions under public management. | Aided institutions. | Other institutions. | Private students. | Total. |
| 1 | | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| **Arts Colleges.** | | | | | | | | | | |
| Doctor of Philosophy | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Doctor of Science | Males | ... | ... | ... | ... | ... | ... | ... | 1 | 1 |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Master of Arts | Males | 1 | 6 | ... | 7 | 30 | 37 | ... | 8 | 75 |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Master of Science | Males | 1 | 1 | ... | 2 | 15 | 5 | ... | 1 | 21 |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Bachelor of Arts (Honours) | Males | 1 | 7 | ... | 8 | 38 | 125 | ... | 6 | 169 |
| | Females | ... | ... | ... | ... | ... | ... | ... | 1 | 1 |
| Bachelor of Arts (Pass) | Males | 1 | 8 | ... | 9 | 95 | 702 | ... | 192 | 989 |
| | Females | ... | 1 | ... | 1 | ... | 5 | ... | 2 | 7 |
| Bachelor of Science (Honours) | Males | 1 | 4 | ... | 5 | 13 | 27 | | 1 | 41 |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Bachelor of Science (Pass) | Males | 1 | 4 | ... | 5 | 25 | 56 | ... | 5 | 86 |
| | Females | ... | ... | ... | ... | ... | ... | ... | 3 | 3 |
| Intermediate in Arts | Males | 1 | 9 | ... | 10 | 43 | 864 | ... | 107 | 1,014 |
| | Females | ... | 1 | ... | 1 | ... | 12 | ... | 2 | 14 |
| Intermediate in Science | Males | 1 | 6 | ... | 7 | 92 | 410 | ... | 36 | 538 |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| **Oriental Colleges.** | | | | | | | | | | |
| Master of Oriental Learning | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Bachelor of Oriental Learning | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Intermediate, Oriental Faculty | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Title examinations conducted by Universities or taken by students from institutions of Collegiate grade. — Sanskrit | Males | ... | ... | 1 | 1 | ... | ... | 26 | 445 | 471 |
| | Females | ... | ... | ... | ... | ... | ... | ... | 10 | 10 |
| Arabic | Males | ... | ... | 1 | 1 | ... | ... | 8 | 16 | 24 |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Persian | Males | ... | ... | 1 | 1 | ... | ... | 7 | 139 | 146 |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Punjabi | Males | ... | ... | ... | ... | ... | ... | ... | 62 | 62 |
| | Females | ... | ... | ... | ... | ... | ... | ... | 8 | 8 |
| Hindi | Males | ... | ... | ... | ... | ... | ... | ... | 20 | 20 |
| | Females | ... | ... | ... | ... | ... | ... | ... | 10 | 10 |
| Urdu | Males | ... | ... | ... | ... | ... | ... | ... | 11 | 11 |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Bengali | Males | ... | ... | ... | ... | ... | ... | ... | 1 | 1 |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |

# TABLE VI.

## IN THE PUNJAB DURING THE OFFICIAL YEAR 1918-19.

| Number passed. | | | | | Race or creed of passed scholars. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | *Hindus.* | | | | | | | |
| Institutions under public management. | Aided institutions. | Other institutions. | Private students. | Total. | Europeans and Anglo-Indians. | Indian Christians. | Brahmans. | Non-Brahmans. | Sikhs. | Muhammadans. | Buddhists. | Parsis. | Others. | Remarks. |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| ... | ... | .. | ... | ... | | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | | ... | ... | ... | ... | .. | ... | ... | ... | |
| ... | ... | ... | 1 | 1 | ... | .. | ... | 1 | .. | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 23 | 22 | ... | 7 | 52 | .. | 1 | 10 | 25 | 6 | 10 | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | .. | ... | ... | ... | ... | ... | ... | . | |
| 12 | 2 | ... | .. | 14 | ... | .. | 2 | 8 | 3 | 1 | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | | | ... | ... | ... | |
| 17 | 41 | ... | 1 | 59 | .. | 1 | 10 | 30 | 6 | 12 | ... | .. | ... | |
| ... | ... | ... | 1 | 1 | | ... | ... | 1 | | .. | ... | ... | ... | |
| 56 | 355 | ... | 84 | 495 | . | 7 | 64 | 252 | 56 | 116 | ... | ... | ... | |
| ... | 2 | ... | 2 | 4 | ... | 4 | ... | ... | ... | ... | ... | ... | ... | |
| 8 | 10 | ... | ... | 18 | ... | ... | 1 | 7 | 5 | 5 | | ... | ... | |
| ... | ... | ... | ... | | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 21 | 21 | ... | 4 | 46 | ... | 1 | 5 | 20 | 13 | 7 | ... | .. | .. | |
| ... | ... | ... | 2 | 2 | ... | 1 | ... | 1 | ... | ... | ... | ... | ... | |
| 32 | 536 | ... | 65 | 633 | ... | 13 | 83 | 316 | 66 | 155 | ... | .. | ... | |
| ... | 9 | ... | 2 | 11 | 5 | 1 | 4 | ... | 1 | ... | ... | ... | ... | |
| 57 | 146 | ... | 8 | 211 | ... | 2 | 18 | 106 | 68 | 13 | ... | 1 | | |
| ... | ... | ... | ... | ... | ... | ... | ... | | ... | ... | ... | ... | .. | |
| ... | ... | ... | ... | ... | ... | ... | .. | ... | . | ... | ... | .. | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | | ... | | ... | |
| ... | ... | ... | ... | ... | ... | ... | .. | ... | | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | | ... | .. | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | 15 | 168 | 183 | ... | ... | 146 | 37 | .. | ... | ... | ... | ... | |
| ... | ... | ... | 9 | 9 | ... | ... | 1 | 8 | ... | ... | ... | | | |
| ... | ... | 5 | 9 | 14 | ... | ... | ... | ... | ... | 14 | ... | . | | |
| ... | ... | ... | ... | ... | . | .. | ... | ... | .. | ... | | ... | ... | |
| ... | ... | 3 | 52 | 55 | ... | ... | 30 | 5 | 1 | 19 | ... | ... | .. | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | | ... | 38 | 38 | .. | ... | 1 | ... | 37 | ... | ... | ... | ... | |
| ... | ... | ... | 5 | 5 | ... | ... | ... | ... | 5 | ... | ... | ... | ... | |
| ... | ... | ... | 7 | 7 | ... | ... | 5 | 2 | ... | ... | ... | ... | . | |
| ... | ... | ... | 5 | 5 | ... | ... | ... | 5 | ... | ... | ... | .. | ... | |
| ... | ... | ... | 8 | 8 | .. | 1 | 2 | ... | ... | 5 | ... | ... | ... | |
| ... | ... | ... | ... | .. | ... | ... | ... | ... | ... | ... | ... | .. | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | .. | ... | |
| ... | ... | ... | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | .. | |

# GENERAL

## RESULTS OF THE PRESCRIBED EXAMINATION

| Nature of Examination. | | Number of Institutions sending Examinees. | | | | Number of Examinees. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Institutions under public management. | Aided institutions. | Other institutions. | Total. | Institutions under public management. | Aided institutions. | Other institutions. | Private students. | Total. |
| 1 | | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| **Colleges for Professional Training.** | | | | | | | | | | |
| *Law.* | | | | | | | | | | |
| Doctor of Law | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Master of Law | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Bachelor of Law | Males | ... | ... | 1 | 1 | ... | ... | 225 | 66 | 291 |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| *Medicine.* | | | | | | | | | | |
| Doctor of Medicine or Surgery | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Doctor of Hygiene | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Master of Surgery | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Master of Obstetrics | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Bachelor of Medicine or Surgery | Males | ... | 1 | ... | 1 | 44 | ... | ... | ... | 44 |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Bachelor of Hygiene | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Bachelor of Sanitary Science | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Licentiate of Medicine and Surgery | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| *Engineering.* | | | | | | | | | | |
| Master of Civil Engineering | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Bachelor of Civil Engineering | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Licentiate of Civil Engineering | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| **Examinations not conducted by Universities for—** | | | | | | | | | | |
| Civil Engineers | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Electrical Engineers | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Upper Subordinates | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Lower Subordinates | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |

## TABLE VI—CONTINUED.

### IN THE PUNJAB DURING THE OFFICIAL YEAR 1918-19—*continued.*

| Number passed. | | | | | Race or creed of passed scholars. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | *Hindus.* | | | | | | | |
| Institutions under public management. | Aided institutions. | Other institutions. | Private students. | Total. | European and Anglo-Indians. | Indian Christians. | Brahmans. | Non-Brahmans. | Sikhs. | Muhammadans. | Buddhists. | Parsis. | Others. | Remarks. |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| ... | .. | ... | .. | ... | .. | ... | .. | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | .. | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | | ... | ... | ... | ... | ... | ... | .. | ... | ... | ... | |
| ... | ... | 92 | 38 | 130 | ... | ... | 13 | 97 | 8 | 12 | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | | ... | ... | ... | .. | ... | ... | .. | |
| ... | ... | | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | | ... | ... | ... | ... | .. | ... | ... | |
| ... | ... | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | .. | |
| ... | ... | ... | | ... | ... | | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ...

# GENERAL

## RESULTS OF THE PRESCRIBED EXAMINATION

| Nature of Examination. | | Number of Institutions sending Examinees. | | | | Number of Examinees. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Institutions under public management. | Aided institutions. | Other institutions. | Total. | Institutions under public management. | Aided institutions. | Other institutions. | Private students. | Total. |
| | | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| **Colleges for professional training—*concluded.*** | | | | | | | | | | |
| *Teaching.* | | | | | | | | | | |
| Post-graduate degrees or licenses | Males | 1 | .. | .. | 1 | 41 | ... | .. | .. | 41 |
| | Females | 1 | ... | ... | 1 | 1 | ... | ... | ... | 1 |
| Under-graduate licenses or diplomas | Males | 2 | 2 | ... | 4 | 72 | 35 | ... | 34 | 141 |
| | Females | ... | 2 | .. | 2 | ... | 16 | ... | ... | 16 |
| Agriculture. | | | | | | | | | | |
| Master of Agriculture | Males | ... | ... | ... | ... | .. | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | .. | ... | .. | ... | ... |
| Bachelor of Agriculture | Males | ... | ... | ... | ... | ... | ... | ... | ... | .. |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Licentiate of Agriculture | Males | 1 | ... | ... | 1 | 16 | ... | ... | ... | 16 |
| | Females | ... | ... | .. | ... | ... | ... | ... | ... | ... |
| Veterinary Examinations | Males | 1 | ... | ... | 1 | 49 | ... | ... | ... | 49 |
| | Females | ... | ... | ... | ... | ... | ... | ... | .. | ... |
| Commercial Examinations | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Schools for General Education. | | | | | | | | | | |
| Matriculation | Males | 28 | 98 | 18 | 144 | 1,155 | 3,174 | 653 | 407 | 5,389 |
| | Females | 1 | 4 | 1 | 6 | 1 | 29 | 3 | 8 | 41 |
| School final or leaving certificate | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| "B" Final examination | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| High school examination for Europeans. | Males | 2 | 2 | ... | 4 | 22 | 11 | ... | ... | 33 |
| | Females | 2 | 7 | ... | 9 | 10 | 2 | ... | ... | 38 |
| Cambridge senior examination | Males | ... | 1 | ... | 1 | ... | 1 | .. | 22 | 23 |
| | Females | ... | 1 | .. | 1 | ... | 4 | .. | ... | 4 |
| Cambridge junior examination | Males | ... | 1 | ... | 1 | ... | 1 | ... | ... | 1 |
| | Females | ... | 1 | ... | 1 | ... | 6 | . | ... | 6 |
| Cambridge preliminary examination | Males | ... | 1 | ... | 1 | ... | 5 | .. | 1 | 6 |
| | Females | ... | 1 | ... | 1 | ... | 5 | .. | .. | 5 |
| Vernacular high examination | Males | .. | ... | ... | ... | ... | ... | ... | .. | ... |
| | Females | ... | ... | ... | ... | ... | ... | | | ... |
| Anglo-vernacular middle examination | Males | ... | ... | ... | ... | .. | .. | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | .. | ... | ... |
| Vernacular final examination | Males | 151 | 4 | 3 | 158 | 2,672 | 56 | 8 | 71 | 2,807 |
| | Females | 18 | 33 | 5 | 56 | 115 | 172 | 23 | 108 | 428 |

## TABLE VI—CONTINUED.

IN THE PUNJAB DURING THE OFFICIAL YEAR 1918-19—*continued*.

| NUMBER PASSED. | | | | | RACE OR CREED OF PASSED SCHOLARS. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | *Hindus.* | | | | | | | |
| Institutions under public management. | Aided institutions. | Other institutions. | Private students. | Total. | European and Anglo-Indians. | Indian Christians. | Brahmans. | Non-Brahmans. | Sikhs. | Muhammadans. | Buddhists. | Parsis. | Others. | REMARKS. |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 40 | ... | ... | ... | 40 | ... | 1 | 1 | 14 | 8 | 16 | ... | ... | ... | |
| 1 | ... | ... | ... | 1 | ... | 1 | ... | ... | ... | ... | ... | ... | ... | |
| 68 | 23 | ... | 30 | 121 | 10 | 2 | 9 | 56 | 12 | 32 | ... | ... | ... | |
| ... | 14 | ... | ... | 14 | 10 | 4 | .. | ... | | ... | ... | ... | ... | |
| ... | .. | ... | ... | ... | ... | ... | ... | ... | | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 12 | ... | ... | ... | 12 | ... | ... | 2 | 2 | 2 | 6 | ... | ... | ... | |
| .. | ... | ... | .. | ... | | ... | ... | ... | ... | ... | .. | ... | ... | |
| 40 | .. | ... | .. | 40 | ... | ... | .. | 10 | 7 | 23 | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 767 | 2,170 | 425 | 161 | 3,523 | ... | 31 | 438 | 1,668 | 577 | 805 | . | 4 | | |
| 1 | 25 | 2 | 8 | 36 | ... | 19 | 4 | 7 | 5 | 1 | | ... | | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | .. | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | .. | ... | .. | ... | ... | ... | |
| 17 | 8 | ... | ... | 25 | 25 | ... | ... | ... | | ... | ... | ... | | |
| 5 | 16 | ... | ... | 21 | 21 | ... | | . | ... | ... | ... | ... | ... | |
| ... | ... | ... | 4 | 4 | ... | ... | ... | 2 | 1 | 1 | ... | .. | | |
| ... | 1 | ... | ... | 1 | 1 | ... | .. | ... | ... | ... | ... | ... | ... | |
| ... | 1 | ... | ... | 1 | 1 | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | .. | ... | ... | ... | ... | ... | ... | ... | . | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | | ... | ... | ... | ... | ... | ... | |
| ... | 2 | ... | ... | 2 | 2 | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| . | ... | ... | ... | ... | ... | ... | ... | | ... | ... | ... | ... | ... | |
| .. | ... | .. | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| .. | ... | ... | ... | ... | ... | ... | .. | . | ... | ... | ... | ... | ... | |
| 1,781 | 20 | 5 | 22 | 1,828 | ... | 17 | 267 | 659 | 237 | 648 | ... | ... | ... | |
| 85 | 116 | 11 | 40 | 252 | ... | 40 | 18 | 114 | 30 | 47 | ... | 3 | ... | |

# GENERAL

## RESULTS OF THE PRESCRIBED EXAMINATION

| Nature of Examination. | | | Number of Institutions sending Examinees. | | | | Number of Examinees. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Institutions under public management. | Aided institutions. | Other institutions. | Total. | Institutions under public management. | Aided institutions. | Other institutions. | Private students. | Total. |
| 1 | | | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| **Schools for General Education —concluded.** | | | | | | | | | | | |
| Middle examination for Europeans | Males | ... | 2 | 4 | ... | 6 | 40 | 29 | ... | | 69 |
| | Females | ... | 2 | 13 | ... | 15 | 25 | 69 | ... | ... | 94 |
| Upper primary examination | Males | ... | ... | ... | ... | .. | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Lower primary examination | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| **Schools for Special Instruction.** | | | | | | | | | | | |
| Training school examinations for masters— | | | | | | | | | | | |
| Secondary ... ... | | ... | 1 | ... | .. | 1 | 106 | ... | ... | 7 | 113 |
| Primary ... ... ... | | ... | 15 | 2 | .. | 17 | 882 | 56 | .. | 88 | 1,026 |
| Training school examinations for mistresses— | | | | | | | | | | | |
| Secondary ... ... | | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Primary ... ... ... | | ... | | ... | ... | ... | ... | ... | ... | ... | ... |
| Teachers' examinations for those who are not students of a training school | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | .. | ... | ... | ... | ... | ... | ... | ... | 3 | 3 |
| School of Art examinations | Males | ... | 1 | ... | ... | 1 | 21 | ... | ... | ... | 21 |
| | Females | ... | ... | ... | ... | ... | ... | ... | | ... | ... |
| Engineering school examination | Males | ... | 1 | ... | ... | 1 | 41 | ... | ... | ... | 41 |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Examination in Surveying | Males | ... | .. | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | .. | ... | ... | ... | ... | ... | ... | ... |
| Industrial school examination | Males | ... | 7 | ... | ... | 7 | 47 | ... | ... | 3 | 50 |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Commercial school examination | Males | ... | 1 | . | ... | 1 | 31 | ... | ... | ... | 31 |
| | Females | .. | ... | ... | ... | ... | ... | .. | .. | ... | ... |
| Agricultural school examination | Males | ... | 1 | ... | ... | 1 | 18 | ... | ... | ... | 18 |
| | Females | | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Medical examinations— | | | | | | | | | | | |
| M. P. L. diploma – Males ... | | ... | ... | 1 | ... | 1 | 48 | ... | .. | ... | 48 |
| Midwifery diploma ... | | ... | ... | ... | ... | ... | .. | ... | ... | ... | ... |
| Dhais diploma ... | | ... | ... | ... | ... | ... | ... | ... | ... | .. | ... |
| Female certificate class diploma | | ... | .. | 1 | ... | 1 | ... | 1 | ... | ... | 1 |
| Title or other Oriental examination conducted by authorities other than Universities or taken by students in institutions of non-collegiate grade. — Sanskrit | Males | | ... | ... | .. | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | .. | ... | ... | ... | ... | ... | ... | ... |
| — Arabic | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| — Persian | Males | | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| — Pali | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Other school examinations | Males | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Females | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |

## TABLE VI—CONCLUDED.

### IN THE PUNJAB DURING THE OFFICIAL YEAR 1918-19—*concluded.*

| Number passed. | | | | | Race or creed of passed scholars. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | *Hindus.* | | | | | | | |
| Institutions under public management. | Aided institutions. | Other institutions. | Private students. | Total. | European and Anglo-Indians. | Indian Christians. | Brahmans. | Non-Brahmans. | Sikhs. | Muhammadans. | Buddhists. | Parsis. | Others. | Remarks. |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 32 | 21 | ... | ... | 53 | 51 | ... | 1 | ... | ... | 1 | ... | ... | .. | |
| 20 | 49 | ... | ... | 69 | 69 | ... | ... | ... | ... | ... | ... | ... | . | |
| ... | ... | ... | ... | ... | ... | ... | ... | . | ... | ... | ... | ... | ... | |
| ... | ... | ... | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 102 | ... | ... | 2 | 104 | ... | ... | 16 | 33 | 14 | 42 | ... | ... | .. | |
| 729 | 40 | ... | 46 | 815 | ... | 7 | 138 | 234 | 70 | 366 | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | .. | ... | ... | ... | . | ... | ... | |
| ... | ... | ... | ... | ... | ... | .. | ... | ... | ... | . | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | . | ... | ... | |
| ... | ... | ... | 2 | 2 | 2 | ... | .. | ... | ... | ... | ... | ... | .. | |
| 16 | ... | ... | ... | 16 | ... | ... | 1 | 3 | .. | 12 | ... | ... | ... | |
| ... | ... | ... | ... | ... | .. | ... | ... | ... | ... | ... | ... | ... | . | |
| 89 | ... | ... | ... | 89 | ... | .. | 5 | 13 | 7 | 14 | ... | ... | ... | |
| ... | ... | ... | . | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | .. | ... | ... | ... | ... | ... | ... | .. | |
| ... | ... | ... | ... | ... | ... | . | ... | ... | ... | .. | ... | ... | ... | |
| 23 | ... | ... | 2 | 25 | ... | .. | 2 | 10 | 3 | 10 | .. | ... | ... | |
| ... | ... | ... | ... | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 24 | ... | ... | ... | 24 | ... | ... | 7 | 10 | 3 | 4 | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 18 | ... | .. | . | 18 | ... | ... | 8 | 7 | 3 | ... | ... | | ... | |
| ... | ... | ... | ... | ... | ... | .. | ... | ... | ... | ... | ... | ... | ... | |
| 35 | ... | ... | ... | 35 | ... | ... | 4 | 15 | 8 | 8 | | ... | ... | |
| ... | ... | ... | ... | .. | ... | ... | ... | .. | ... | ... | ... | ... | ... | |
| ... | ... | .. | ... | ... | ... | ... | ... | ... | ... | .. | ... | ... | .. | |
| ... | 1 | | | 1 | ... | 1 | ... | | .. | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | .. | .. | ... | ... | ... | . | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | .. | ... | ... | |
| ... | ... | .. | ... | ... | | ... | ... | ... | ... | ... | .. | ... | ... | |
| ... | ... | ... | ... | ... | ... | .. | ... | ... | . | ... | ... | ... | ... | |
| ... | ... | ... | .. | ... | ... | ... | ... | .. | ... | ... | ... | ... | .... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | | | | |
| ... | ... | ... | ... | ... | ... | ... | ... | - | ... | ... | ... | ... | .. | |
| ... | ... | ... | ... | ... | ... | .. | .. | .. | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | .. | ... | |

GENERAL

# RETURN SHOWING THE DISTRIBUTION OF LOCAL BOARDS AND MUNICIPAL EXPENDITURE

| OBJECTS OF EXPENDITURE. | EXPENDITURE OF LOCAL BOARDS ON PUBLIC INSTRUCTION. | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | In Institutions Managed by Local Boards. | | | | | | | | | | | In Institutions Managed by | | | |
| | Number of Institutions. | Number of Scholars on the rolls on 31st March. | Average number on the rolls monthly during the year. | Average daily attendance. | Provincial grants. | Local Funds. | Municipal grants. | Fees. | Endowments. | Subscriptions and other sources. | Total. | Government. | Municipal Boards. | Private persons or Associations. | Total Local Boards' expenditure on Public Instruction |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| | | | | | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. |
| **University Education.** | | | | | | | | | | | | | | | |
| *Arts Colleges.* | | | | | | | | | | | | | | | |
| English ... for males | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 300 | 300 |
| English ... for females | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Oriental ... for males | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Oriental ... for females | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| *Colleges or Departments of Colleges for Professional Training.* | | | | | | | | | | | | | | | |
| Law ... for males | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Law ... for females | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Medicine ... for males | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Medicine ... for females | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Engineering ... for males | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Engineering ... for females | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Teaching ... for males | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 2,898 | ... | ... | 2,898 |
| Teaching ... for females | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Agriculture ... for males | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Agriculture ... for females | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Total ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 2,898 | ... | 300 | 3,198 |
| **School Education, General.** | | | | | | | | | | | | | | | |
| *Secondary Schools.* | | | | | | | | | | | | | | | |
| High Schools for males ... | 9 | 2,679 | 2,861 | 2,531 | 7,200 | 26,993 | 1,788 | 56,868 | 308 | ... | 93,157 | ... | 2,696 | 17,800 | 47,489 |
| Middle Schools for males English ... | 42 | 9,694 | 9,594 | 8,364 | 8,220 | 67,468 | 6,751 | 1,27,925 | 9,751 | 1,351 | 2,21,466 | ... | 6,101 | 12,482 | 86,655 |
| Middle Schools for males Vernacular | 149 | 26,287 | 26,117 | 22,218 | 2,01,403 | 1,01,119 | 7,956 | 60,936 | 2,474 | 288 | 3,74,177 | ... | 2,416 | 3,439 | 1,06,974 |
| High Schools for females ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Middle Schools for females. English | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1,541 | 1,541 |
| Middle Schools for females. Vernacular | 5 | 805 | 749 | 582 | 5,882 | 10,598 | ... | ... | 1 | ... | 16,481 | ... | ... | 2,743 | 13,341 |
| Total ... | 205 | 39,415 | 39,321 | 33,695 | 2,22,705 | 2,06,178 | 16,495 | 2,45,729 | 12,534 | 1,640 | 7,05,281 | ... | 11,217 | 38,005 | 2,55,400 |
| *Primary Schools.* | | | | | | | | | | | | | | | |
| For males ... ... | 3,750 | 178,267 | 163,749 | 137,115 | 9,00,866 | 4,03,297 | 1,177 | 85,308 | 897 | 1,757 | 13,93,302 | ... | 144 | 47,626 | 4,51,067 |
| For females ... ... | 458 | 17,053 | 16,339 | 13,132 | 65,680 | 1,03,220 | 932 | ... | 122 | 53 | 1,69,007 | ... | 432 | 12,735 | 1,16,387 |
| Total ... | 4,208 | 195,320 | 180,088 | 150,247 | 9,66,546 | 5,05,517 | 2,109 | 85,308 | 1,019 | 1,810 | 15,62,309 | ... | 576 | 60,361 | 5,67,454 |
| **School Education, Special.** | | | | | | | | | | | | | | | |
| Training Schools ... for males | 5 | 101 | 96 | 87 | 5,573 | 609 | ... | ... | 44 | ... | 6,226 | 56 | ... | ... | 665 |
| Training Schools ... for females | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 264 | 62 | 326 |
| Schools of Arts ... for males | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Schools of Arts ... for females | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Law Schools ... for males | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Law Schools ... for females | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Medical Schools ... for males | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Medical Schools ... for females | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Engineering and Surveying Schools for males | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Engineering and Surveying Schools for females | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Technical and Industrial Schools for males ... | 11 | 869 | 871 | 732 | 13,205 | 18,554 | 1,566 | 1,003 | 294 | 246 | 34,868 | ... | ... | 766 | 19,320 |
| Technical and Industrial Schools for females | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 3,185 | 3,185 |
| Commercial Schools for males | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Commercial Schools for females | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Agricultural Schools for males | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Agricultural Schools for females | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Other Schools ... for males | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Other Schools ... for females | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Total ... | 16 | 970 | 967 | 819 | 18,778 | 19,163 | 1,566 | 1,003 | 338 | 246 | 41,094 | 56 | 264 | 4,013 | 23,496 |
| Total direct expenditure ... | 4,429 | 235,705 | 220,376 | 184,761 | 12,09,029 | 7,30,858 | 20,170 | 3,32,040 | 13,891 | 3,696 | 23,08,684 | 2,954 | 12,057 | 1,02,679 | 8,48,548 |
| *Buildings, furniture and apparatus.* | ... | ... | ... | ... | 1,58,974 | 2,35,202 | ... | ... | 500 | 23,543 | 4,18,219 | ... | ... | ... | 2,35,202 |
| University ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Inspection ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | | 68,533 |
| Scholarships held in— | | | | | | | | | | | | | | | |
| Arts Colleges ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 2,197 |
| Medical Colleges ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 320 |
| Other Professional Colleges... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 3,064 |
| Secondary Schools ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 88,234 |
| Primary Schools ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1,000 |
| Medical Schools ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 500 |
| Technical and Industrial Schools. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 5,243 |
| Other Special Schools ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1,968 |
| Miscellaneous ... ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 48,482 |
| Boarding-houses (Recurring Expenditure). | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 45,329 |
| Total ... | ... | ... | ... | ... | 1,58,974 | 2,35,202 | ... | ... | 500 | 23,543 | 4,18,219 | ... | ... | ... | 8,20,072 |
| Grand Total ... | 4,429 | 235,705 | 220,376 | 184,761 | 13,67,003 | 9,66,060 | 20,170 | 3,32,040 | 14,391 | 27,239 | 27,26,903 | 2,954 | 12,057 | 1,02,679 | 16,50,620 |

# TABLE VII.

## ON PUBLIC INSTRUCTION IN THE PUNJAB FOR THE OFFICIAL YEAR 1918-19.

| EXPENDITURE OF MUNICIPAL BOARDS ON PUBLIC INSTRUCTION. | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| IN INSTITUTIONS MANAGED BY MUNICIPAL BOARDS. | | | | | | | | | | | IN INSTITUTIONS MANAGED BY | | | | | |
| Number of Institutions. | Number of Scholars on the rolls on 31st March. | Average number on the rolls monthly during the year. | Average daily attendance. | Provincial grants. | Municipal rates. | Local Boards' grants. | Fees. | Endowments. | Subscriptions and other sources. | Total. | Government. | Local Boards. | Private persons or Associations. | Total Municipal Expenditure on Public instruction. | Total Expenditure of Local and Municipal Boards on Public Instruction. | Remarks. |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |
| | | | | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | |
| ... | ... | ... | ... | ... | ... | m | ... | ... | ... | ... | ... | ... | 1,500 | 1,500 | 1,800 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 635 | ... | ... | 635 | 3,533 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 635 | ... | 1,500 | 2,135 | 5,333 | |
| 12 | 3,496 | 3,639 | 3,124 | 11,501 | 41,322 | 2,696 | 69,341 | ... | 57 | 1,24,917 | ... | 1,788 | 70,510 | 1,13,690 | 1,61,179 | |
| 26 | 5,995 | 5,964 | 5,048 | 14,558 | 42,266 | 6,105 | 73,564 | 617 | 1,256 | 1,38,366 | ... | 6,751 | 11,742 | 60,759 | 1,46,814 | |
| 10 | 1,442 | 1,515 | 1,301 | 13,689 | 4,256 | 2,416 | 4,185 | 10 | 5 | 24,561 | ... | 7,956 | 500 | 12,712 | 1,19,686 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 7,706 | 7,706 | 7,706 | |
| 1 | 48 | 50 | 42 | 576 | 1,356 | ... | ... | ... | ... | 1,932 | ... | ... | 4,284 | 6 240 | 7,781 | |
| 18 | 2,807 | 2,841 | 2,063 | 13,847 | 36,009 | ... | 85 | ... | 4,300 | 54,241 | ... | ... | 12,664 | 48,673 | 62,014 | |
| 67 | 13,758 | 13,809 | 11,578 | 54,171 | 1,25,209 | 11,217 | 1,47,175 | 627 | 5,618 | 3,44,017 | ... | 16,495 | 1,08,076 | 2,49,780 | 5,05,180 | |
| 114 | 10,800 | 9,773 | 8,108 | 46,095 | 57,518 | 144 | 17,269 | 325 | .. | 1,21,351 | ... | 1,177 | 22,608 | 81,303 | 5,32,370 | |
| 168 | 10,401 | 9,587 | 7,391 | 45,125 | 58,173 | 432 | ... | 83 | 43 | 1,03,856 | ... | 932 | 14,778 | 73,853 | 1,89,270 | |
| 282 | 21,201 | 19,360 | 15,499 | 91,220 | 1,15,691 | 576 | 17,269 | 408 | 43 | 2,25,207 | ... | 2,109 | 37,386 | 1,55,186 | 7,21,640 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 665 | |
| 1 | 19 | 19 | 19 | 1,879 | 489 | 264 | ... | ... | ... | 2,632 | 311 | ... | ... | 800 | 1,126 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 10 | 845 | 850 | 694 | 11,618 | 15,978 | ... | 1,333 | 532 | 133 | 29,594 | ... | 1,566 | 2,388 | 19,982 | 39,252 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 3,195 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 11 | 864 | 869 | 713 | 13,497 | 16,467 | 264 | 1,333 | 532 | 133 | 32,226 | 311 | 1,566 | 2,388 | 20,732 | 44,228 | |
| 360 | 35,823 | 34,038 | 27,790 | 1,58,888 | 2,57,367 | 12,057 | 1,65,777 | 1,567 | 5,794 | 6,01,450 | 946 | 20,170 | 1,49,350 | 4,27,833 | 12,76,381 | |
| ... | ... | ... | ... | 5,152 | 52,057 | ... | ... | ... | ... | 57,209 | ... | ... | 115 | 52,172 | 2,87,374 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 6,882 | 75,415 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 2,088 | 4,280 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 345 | 665 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1,640 | 4,704 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 18,411 | 1,06,645 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 171 | 1,171 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 64 | 564 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 2,735 | 7,978 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 131 | 2,099 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 16,078 | 64,560 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 11,652 | 58,981 | |
| ... | ... | ... | ... | 5,152 | 52,057 | ... | ... | ... | ... | 57,209 | ... | ... | 115 | 1,12,364 | 6,14,436 | |
| 360 | 35,823 | 34,038 | 27,790 | 1,64,040 | 3,09,424 | 12,057 | 1,65,777 | 1,567 | 5,794 | 6,58,659 | 946 | 20,170 | 1,49,465 | 5,40,197 | 18,90,817 | |

# GENERAL TABLE VIII.

## ATTENDANCE AND EXPENDITURE IN HOSTELS OR BOARDING-HOUSES FOR THE OFFICIAL YEAR 1918-19.

| | Number of | Number of boarders who are students of | | | | | | Capital Expenditure from | | | | | | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Hostels or Boarding-houses. | Boarders. | Arts Colleges. | Colleges for Professional Training. | Secondary Schools. | Primary Schools. | Special Schools. | Provincial Revenues. | Local or Municipal Funds. | Endowments. | Subscriptions and other sources. | Fees. | Total. | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Managed by Government— | | | | | | | | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | |
| Males ... | 51 | 4,304 | 316 | 678 | 2,329 | 37 | 944 | 5,629 | ... | ... | 3,239 | ... | 8,867 | |
| Females ... | 7 | 535 | | | 442 | 11 | 82 | 48 | ... | ... | ... | ... | 48 | |
| Managed by Local or Municipal Boards— | | | | | | | | | | | | | | |
| Males ... | 225 | 7,055 | ... | ... | 6,612 | 433 | 10 | ... | 28,165 | ... | ... | ... | 28,165 | |
| Females ... | 1 | 5 | ... | ... | ... | ... | 5 | ... | ... | ... | ... | ... | ... | |
| Aided by Government or by Local or Municipal Boards— | | | | | | | | | | | | | | |
| Males ... | 112 | 6,052 | 242 | 15 | 5,588 | 127 | 80 | ... | ... | 3,202 | 30,280 | ... | 33,482 | |
| Females .. | 33 | 1,740 | ... | 29 | 1,227 | 427 | 57 | ... | 72 | 4,570 | ... | ... | 4,642 | |
| Unaided— | | | | | | | | | | | | | | |
| Males ... | 82 | 5,790 | 2,219 | ... | 3,296 | 232 | 43 | ... | ... | 8,721 | 65,125 | 6,327 | 80,173 | |
| Females ... | 10 | 891 | 18 | ... | 79 | 152 | 2 | ... | ... | 12,956 | 500 | ... | 13,456 | |
| Total— Males ... | 470 | 23,201 | 2,777 | 693 | 17,825 | 829 | 1,077 | 5,628 | 28,165 | 11,923 | 98,644 | 6,327 | 1,50,387 | |
| Total— Females ... | 51 | 3,171 | 18 | 29 | 2,388 | 590 | 146 | 48 | 72 | 17,526 | 500 | ... | 18,146 | |
| Grand Total ... | 521 | 26,372 | 2,795 | 722 | 20,213 | 1,419 | 1,223 | 5,676 | 28,237 | 29,449 | 99,144 | 6,327 | 1,68,833 | |

## GENERAL TABLE IX.

### NUMBER AND QUALIFICATION OF TEACHERS IN THE PUNJAB FOR THE OFFICIAL YEAR 1918-19.

# GENERAL

## NUMBER AND QUALIFICATION OF TEACHERS

| | | | (a) In Primary Schools. | | | | | | (b) In Middle Schools. | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Government. | Board. | Municipal. | Aided. | Unaided. | Total. | Government. | Board. | Municipal. | Aided. | Unaided. | Total. |
| 1 | | | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| *In Schools for Indians.* | Teachers for vernacular. | Trained ... | 26 | 4,694 | 304 | 342 | 41 | 5,407 | 5 | 1,320 | 242 | 283 | 86 | 1,936 |
| | | Untrained .. | 8 | 2,217 | 424 | 1,938 | 169 | 4,756 | 5 | 263 | 142 | 258 | 51 | 719 |
| | | Total ... | 34 | 6,911 | 728 | 2,280 | 210 | 10,163 | 10 | 1,583 | 384 | 541 | 137 | 2,655 |
| | Anglo-vernacular Teachers and Teachers of classical languages. | Trained ... | 10 | 2 | 10 | 20 | 6 | 48 | 3 | 170 | 91 | 112 | 54 | 430 |
| | | Untrained ... | .. | 1 | 4 | 22 | 20 | 47 | 12 | 74 | 51 | 100 | 66 | 303 |
| | | Total ... | 10 | 3 | 14 | 42 | 26 | 95 | 15 | 244 | 142 | 212 | 120 | 733 |
| | | Possessing a degree | 1 | ... | 1 | 4 | 1 | 7 | 2 | 34 | 17 | 42 | 24 | 119 |
| | | Possessing no degree. | 9 | 3 | 13 | 38 | 25 | 88 | 13 | 210 | 125 | 170 | 96 | 614 |
| | | Total .. | 10 | 3 | 14 | 42 | 26 | 95 | 15 | 244 | 142 | 212 | 120 | 733 |
| *In Schools for Europeans.* | | Trained ... | ... | ... | ... | 6 | ... | 6 | ... | ... | ... | 37 | ... | 37 |
| | | Untrained .. | ... | ... | ... | 7 | ... | 7 | ... | ... | ... | 18 | ... | 18 |
| | | Total ... | ... | ... | ... | 13 | ... | 13 | ... | ... | ... | 55 | .. | 55 |
| | | Possessing a degree | ... | ... | ... | | .. | ... | ... | ... | ... | 3 | ... | 3 |
| | | Possessing no degree. | ... | ... | ... | 13 | ... | 13 | ... | ... | ... | 52 | ... | 52 |
| | | Total ... | ... | ... | ... | 13 | ... | 13 | .. | ... | ... | 55 | ... | 55 |
| Grand Total of all Teachers ... | | | 44 | 6,914 | 742 | 2,335 | 236 | 10,271 | 25 | 1,827 | 526 | 803 | 257 | 3,443 |

# TABLE IX.

## IN THE PUNJAB FOR THE OFFICIAL YEAR 1918-19.

| (c) In High Schools. | | | | | | (d) In Colleges. | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Government. | Board. | Municipal. | Aided. | Unaided. | Total. | Government. | Board. | Municipal. | Aided. | Unaided. | Total. | Grand Total. | Remarks. |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 193 | 49 | 66 | 513 | 48 | 869 | ... | ... | ... | ... | ... | ... | 8,212 | |
| 72 | 15 | 25 | 309 | 59 | 480 | ... | ... | ... | ... | ... | ... | 5,955 | |
| 265 | 64 | 91 | 822 | 107 | 1,349 | ... | ... | ... | ... | | ... | 14,167 | |
| 307 | 71 | 81 | 575 | 91 | 1,125 | 1 | ... | ... | 12 | 10 | 23 | 1,626 | |
| 130 | 23 | 34 | 396 | 93 | 676 | 26 | ... | ... | 99 | 40 | 165 | 1,191 | |
| 437 | 94 | 115 | 971 | 184 | 1,801 | 27 | ... | ... | 111 | 50 | 188 | 2,817 | |
| 156 | 29 | 39 | 367 | 57 | 648 | 27 | ... | ... | 93 | 47 | 167 | 941 | |
| 281 | 65 | 76 | 604 | 127 | 1,153 | ... | ... | ... | 18 | 3 | 21 | 1,876 | |
| 437 | 94 | 115 | 971 | 184 | 1,801 | 27 | ... | ... | 111 | 50 | 188 | 2,817 | |
| 29 | ... | ... | 72 | ... | 101 | ... | ... | ... | ... | ... | ... | 144 | |
| 7 | ... | ... | 25 | ... | 32 | ... | ... | ... | ... | ... | .. | 57 | |
| 36 | ... | ... | 97 | ... | 133 | ... | ... | ... | ... | ... | ... | 201 | |
| 2 | ... | ... | 9 | ... | 11 | ... | ... | ... | ... | ... | ... | 14 | |
| 34 | ... | ... | 88 | ... | 122 | .. | ... | ... | ... | ... | ... | 187 | |
| 36 | ... | ... | 97 | ... | 133 | ... | ... | ... | ... | ... | ... | 201 | |
| 738 | 158 | 206 | 1,890 | 291 | 3,283 | 27 | .. | ... | 111 | 50 | 188 | 17,185 | |

# GENERAL TABLE X.

## CLASSIFICATION OF PUPILS BY DEPARTMENTS IN THE PUNJAB FOR 1918-19.

| — | School for General Education. | | | | | | | | | | | Arts Colleges. | | | | | | | Grand Total. | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | I. | II. | III. | IV. | V. | VI. | VII. | VIII. | IX. | X. | Total. | 1st year. | 2nd year. | 3rd year. | 4th year. | 5th year. | 6th year or Post Graduate Class. | Total. | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| Total ... | 1,70,296 | 65,383 | 54,694 | 41,831 | 35,593 | 17,425 | 13,206 | 9,867 | 6,256 | 5,344 | 4,19,895 | 1,174 | 1,458 | 743 | 887 | 110 | 88 | 4,460 | 4,24,355 | |

# GENERAL TABLE XI.

## STATEMENT SHOWING PARTICULARS OF MAKTABS, MULLA SCHOOLS AND PATHSHALAS IN THE PUNJAB FOR THE OFFICIAL YEAR 1918-19.

| Particulars. | | Classed in general table III as "primary schools." | Classed in general table III as "other schools." | Classed in general table III as "private institutions." | TOTAL. |
|---|---|---|---|---|---|
| 1 | | 2 | 3 | 4 | 5 |
| **MAKTABS.** | | | | | |
| 1. Institutions ... ... | For boys ... | 933 | ... | 526 | 1,459 |
| | For girls ... | 103 | 1 | 252 | 356 |
| 2. Pupils ... ... | Boys ... | 37,093 | ... | 12,753 | 49,846 |
| | Girls ... | 4,322 | 121 | 5,102 | 9,545 |
| 3. Expenditure from provincial funds | ... Rs. | 63,830 | ... | ... | 63,830 |
| 4. Expenditure from district or local funds | ... „ | 68,421 | 1,239 | ... | 69 660 |
| 5. Expenditure from municipal funds | ... „ | 9,416 | ... | ... | 9,416 |
| 6. Fees ... ... ... | ... „ | 2,952 | ... | ... | 2,952 |
| 7. Other sources ... ... | ... „ | 19,383 | ... | 1,117 | 20,500 |
| 8. Total expenditure ... ... | ... „ | 1,64,002 | 1,239 | 1,117 | 1,66,358 |
| **MULLA SCHOOLS.** | | | | | |
| 1. Institutions ... ... | For boys ... | 2 | ... | 691 | 693 |
| | For girls ... | 3 | ... | 347 | 350 |
| 2. Pupils ... ... | Boys ... | 191 | ... | 10,125 | 10,316 |
| | Girls ... | 86 | ... | 4,727 | 4,813 |
| 3. Expenditure from provincial funds | ... Rs. | ... | ... | ... | ... |
| 4. Expenditure from district or local funds | „ | 258 | ... | ... | 258 |
| 5. Expenditure from municipal funds | ... „ | 845 | ... | ... | 845 |
| 6. Fees ... .. | ... „ | 15 | ... | ... | 15 |
| 7. Other sources ... ... | ... „ | 200 | ... | ... | 200 |
| 8. Total expenditure ... | ... „ | 1,318 | ... | ... | 1,318 |
| **PATHSHALAS.** | | | | | |
| 1. Institutions ... ... | For boys ... | 54 | ... | 301 | 355 |
| | For girls ... | 84 | ... | 57 | 141 |
| 2. Pupils ... ... | Boys ... | 2,269 | ... | 10,683 | 12,952 |
| | Girls ... | 3,368 | ... | 1,294 | 4,662 |
| 3. Expenditure from provincial funds | ... Rs. | 14,245 | ... | ... | 14,245 |
| 4. Expenditure from district or local funds | .. „ | 5,374 | ... | ... | 5,374 |
| 5. Expenditure from municipal funds | ... „ | 5,851 | ... | ... | 5,851 |
| 6. Fees ... ... | ... „ | 319 | ... | ... | 319 |
| 7. Other sources ... ... | ... „ | 14,055 | ... | ... | 14,055 |
| 8. Total expenditure ... | ... „ | 39,844 | ... | ... | 39,844 |
| **TOLL SCHOOLS.** | | | | | |
| 1. Institutions ... ... | For boys ... | ... | ... | 11 | 11 |
| | For girls ... | ... | ... | ... | ... |
| 2. Pupils ... ... | Boys ... | ... | ... | 384 | 384 |
| | Girls ... | ... | ... | ... | ... |
| 3. Expenditure from provincial funds | ... .. | ... | ... | ... | ... |
| 4. Expenditure from district or local funds | ... | ... | ... | ... | ... |
| 5. Expenditure from municipal funds | ... ... | ... | ... | ... | ... |
| 6. Fees ... ... ... | ... ... | ... | ... | ... | ... |
| 7. Other sources ... ... | ... ... | ... | ... | ... | ... |
| 8. Total expenditure ... | ... .. | ... | ... | ... | ... |

# GENERAL TABLE XII.

## PARTICULARS OF VERNACULAR PRIMARY SCHOOLS FOR MALES IN THE PUNJAB FOR THE YEAR ENDING 31ST MARCH 1918-19.

| Serial No. | District. | Number of Schools. | | | | | | | Number of Scholars. | | | | | | | Total Expenditure (Direct and Indirect) on Schools. | | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Under Public Management. | | Under Private Management. | | | | | Under Public Management. | | Under Private Management. | | | | | | | |
| | | | | Aided. | | Unaided. | | | | | Aided. | | Unaided. | | | | | |
| | | Upper. | Lower. | Upper. | Lower. | Upper. | Lower. | Total. | Upper. | Lower. | Upper. | Lower. | Upper. | Lower. | Total. | Under Public management. | Aided. | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| | | | | | | | | | | | | | | | | Rs. | Rs. | |
| 1 | Hissar ... ... ... ... | 172 | 9 | 10 | ... | ... | ... | 191 | 4,408 | 461 | 525 | ... | ... | ... | 5,394 | 66,984 | 4,007 | |
| 2 | Rohtak ... ... ... ... | 135 | 13 | 23 | ... | ... | ... | 171 | 6,178 | 1,046 | 966 | ... | ... | ... | 8,190 | 60,016 | 7,112 | |
| 3 | Gurgaon ... ... ... ... | 113 | 8 | 54 | ... | ... | ... | 175 | 4,550 | 487 | 1,769 | ... | ... | | 6,806 | 50,638 | 8,823 | |
| 4 | Karnal ... ... ... ... | 102 | 9 | 14 | 8 | ... | 2 | 135 | 3,353 | 579 | 619 | 438 | ... | 43 | 5,032 | 43,530 | 6,208 | |
| 5 | Ambala ... ... ... ... | 156 | 4 | 41 | 7 | ... | 1 | 209 | 6,247 | 542 | 1,394 | 562 | ... | 56 | 8,791 | 59,781 | 15,241 | |
| 6 | Simla ... ... ... ... | 9 | 8 | 1 | 2 | ... | 1 | 21 | 475 | 188 | 159 | 87 | ... | 16 | 925 | 10,681 | 2,582 | |
| | Total ... | 687 | 51 | 143 | 17 | ... | 4 | 902 | 25,211 | 3,303 | 5,432 | 1,087 | ... | 115 | 35,138 | 2,91,690 | 43,973 | |
| 7 | Kangra ... ... ... ... | 83 | 13 | 38 | 74 | ... | 6 | 214 | 5,435 | 451 | 1,509 | 2,442 | ... | 179 | 10,016 | 57,683 | 16,847 | |
| 8 | Hoshiarpur ... ... ... ... | 175 | 2 | 79 | ... | ... | 5 | 261 | 12,155 | 109 | 3,299 | ... | ... | 144 | 15,707 | 96,348 | 11,785 | |
| 9 | Jullundur ... ... ... ... | 138 | 4 | 22 | 27 | ... | 1 | 192 | 8,819 | 242 | 788 | 937 | ... | 36 | 10,822 | 97,494 | 8,148 | |
| 10 | Ludhiana ... ... ... ... | 93 | 14 | 23 | 1 | 2 | ... | 133 | 5,494 | 535 | 1,077 | 23 | 75 | ... | 7,204 | 41,690 | 7,574 | |
| 11 | Ferozepore ... ... ... ... | 142 | 24 | 23 | 10 | ... | ... | 199 | 6,022 | 780 | 730 | 372 | ... | ... | 7,904 | 70,184 | 9,668 | |
| | Total ... | 631 | 57 | 185 | 112 | 2 | 12 | 999 | 37,925 | 2,117 | 7,403 | 3,774 | 75 | 359 | 51,653 | 3,63,799 | 54,022 | |
| 12 | Lahore ... ... ... ... | 119 | 9 | 33 | 10 | ... | 7 | 178 | 4,734 | 1,083 | 1,150 | 1,219 | ... | 283 | 8,469 | 49,836 | 22,183 | |
| 13 | Amritsar ... ... ... ... | 122 | 12 | 83 | ... | 11 | ... | 228 | 6,984 | 1,651 | 2,830 | ... | 409 | ... | 11,874 | 69,564 | 16,246 | |
| 14 | Gurdaspur ... ... ... ... | 177 | 39 | 60 | 2 | ... | ... | 278 | 8,930 | 1,825 | 1,933 | 102 | .. | ... | 12,790 | 14,191 | 12,143 | |
| 15 | Sialkot ... ... ... ... | 190 | 11 | 75 | 4 | ... | 9 | 289 | 12,940 | 1,185 | 3,302 | 378 | ... | 323 | 18,128 | 1,13,700 | 19,069 | |
| 16 | Gujranwala ... ... ... ... | 143 | 33 | 47 | 3 | 1 | ... | 227 | 6,398 | 1,036 | 1,771 | 386 | 59 | ... | 9,650 | 63,549 | 12,188 | |
| | Total ... | 751 | 104 | 298 | 19 | 12 | 16 | 1,200 | 39,966 | 6,780 | 10,986 | 2,085 | 468 | 606 | 60,911 | 3,10,840 | 81,829 | |
| 17 | Gujrat ... ... ... ... | 105 | 2 | 72 | 1 | 2 | ... | 182 | 7,712 | 116 | 3,584 | 20 | 402 | ... | 11,834 | 59,281 | 12,174 | |
| 18 | Shahpur ... ... ... ... | 173 | 6 | 25 | ... | 9 | ... | 213 | 6,418 | 491 | 863 | ... | 244 | ... | 8,016 | 55,189 | 4,453 | |
| 19 | Jhelum ... ... ... ... | 67 | 2 | 62 | ... | 5 | ... | 136 | 4,918 | 192 | 3,013 | ... | 225 | ... | 8,348 | 32,615 | 9,669 | |
| 20 | Rawalpindi ... ... ... ... | 96 | 2 | 32 | 3 | ... | 1 | 134 | 6,138 | 77 | 1,647 | 315 | ... | 29 | 8,206 | 41,768 | 7,650 | |
| 21 | Attock ... ... ... ... | 95 | 4 | 18 | ... | ... | ... | 117 | 5,298 | 437 | 820 | ... | ... | ... | 6,555 | 66,483 | 2,340 | |
| 22 | Mianwali ... ... ... ... | 76 | 8 | 26 | ... | ... | 6 | 116 | 3,814 | 358 | 1,101 | ... | ... | 153 | 5,426 | 35,96 6 | 3,946 | |
| | Total ... | 612 | 24 | 235 | 4 | 16 | 7 | 898 | 34,298 | 1,671 | 11,028 | 335 | 871 | 182 | 48,385 | 2,91,283 | 40,232 | |
| 23 | Montgomery ... ... ... ... | 91 | 23 | 4 | 1 | ... | 3 | 122 | 2,788 | 348 | 203 | 6 | ... | 123 | 3,468 | 31,882 | 1,272 | |
| 24 | Lyallpur ... ... ... ... | 285 | 21 | 12 | 18 | ... | ... | 336 | 12,432 | 1,031 | 644 | 710 | ... | .. | 14,817 | 1,07,922 | 9,944 | |
| 25 | Jhang ... ... ... ... | 102 | 7 | 37 | ... | ... | ... | 146 | 3,804 | 207 | 1,531 | ... | ... | ... | 5,542 | 40,067 | 7,642 | |
| 26 | Multan ... ... ... ... | 131 | 60 | 10 | 6 | ... | ... | 207 | 6,111 | 2,186 | 459 | 572 | ... | ... | 9,328 | 57,063 | 7,987 | |
| 27 | Muzaffargarh ... ... ... ... | 83 | 30 | 36 | 2 | ... | ... | 151 | 2,729 | 679 | 1,169 | 291 | ... | ... | 4,868 | 38,052 | 6,824 | |
| 28 | Dera Ghazi Khan ... ... ... | 106 | 2 | 34 | ... | ... | 1 | 143 | 3,759 | 103 | 1,347 | ... | ... | 13 | 5,222 | 39,993 | 6,086 | |
| | Total ... | 798 | 143 | 133 | 27 | ... | 4 | 1,105 | 31,623 | 4,554 | 5,353 | 1,579 | ... | 136 | 43,245 | 3,14 979 | 39,755 | |
| | Grand Total ... | 3,479 | 379 | 994 | 179 | 30 | 43 | 5,104 | 169,043 | 18,435 | 40,192 | 8,860 | 1,414 | 1,398 | 239,332 | 15,72,590 | 2,59,811 | |

# GENERAL TABLE XII—CONCLUDED.

## PARTICULARS OF VERNACULAR PRIMARY SCHOOLS FOR FEMALES IN THE PUNJAB FOR THE YEAR ENDING 31ST MARCH 1918-19.

| Serial No. | District. | Number of Schools. | | | | | | | Number of Scholars. | | | | | | | Total Expenditure (Direct and Indirect) on Schools. | | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Under Public Management. | | Under Private Management. Aided. | | Under Private Management. Unaided. | | | Under Public Management. | | Under Private Management. Aided. | | Under Private Management. Unaided. | | | | | |
| | | Upper. | Lower. | Upper. | Lower. | Upper. | Lower. | Total. | Upper. | Lower. | Upper. | Lower. | Upper. | Lower. | Total. | Under Public Management. | Aided. | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| | | | | | | | | | | | | | | | | Rs. | Rs. | |
| 1 | Hissar | 20 | ... | 2 | ... | ... | ... | 22 | 503 | ... | 41 | ... | ... | ... | 544 | 7,181 | 475 | |
| 2 | Rohtak | 31 | ... | 2 | ... | ... | ... | 33 | 953 | ... | 62 | ... | ... | ... | 1,015 | 10,480 | 830 | |
| 3 | Gurgaon | 17 | ... | 4 | ... | ... | ... | 21 | 459 | ... | 209 | ... | ... | ... | 668 | 5,978 | 9,958 | |
| 4 | Karnal | 18 | ... | 3 | ... | ... | 1 | 22 | 601 | ... | 79 | ... | ... | 47 | 727 | 7,024 | 725 | |
| 5 | Ambala | 12 | ... | 13 | ... | ... | ... | 25 | 396 | ... | 623 | ... | ... | ... | 1,019 | 5,162 | 12,350 | |
| 6 | Simla | 1 | ... | 3 | 1 | 1 | ... | 6 | 20 | ... | 108 | 7 | 8 | ... | 143 | 413 | 4,669 | |
| | Total | 99 | ... | 27 | 1 | 1 | 1 | 129 | 2,032 | ... | 1,122 | 7 | 8 | 47 | 4,116 | 36,238 | 28,907 | |
| 7 | Kangra | 13 | 1 | 4 | 10 | ... | ... | 28 | 617 | 25 | 109 | 233 | ... | ... | 984 | 8,790 | 2,107 | |
| 8 | Hoshiarpur | 20 | ... | 13 | ... | ... | ... | 33 | 907 | ... | 491 | ... | ... | ... | 1,398 | 11,114 | 9,925 | |
| 9 | Jullundur | 38 | ... | 10 | 4 | ... | ... | 52 | 1,731 | ... | 555 | 85 | ... | ... | 2,371 | 24,300 | 6,280 | |
| 10 | Ludhiana | 27 | ... | 11 | ... | ... | 1 | 39 | 1,050 | ... | 567 | ... | ... | 31 | 1,648 | 12,143 | 18,410 | |
| 11 | Ferozepore | 25 | 4 | 15 | 4 | 2 | ... | 50 | 1,087 | 92 | 630 | 126 | 72 | ... | 2,007 | 15,483 | 13,203 | |
| | Total | 123 | 5 | 53 | 18 | 2 | 1 | 202 | 5,392 | 117 | 2,352 | 444 | 72 | 31 | 8,408 | 71,830 | 49,925 | |
| 12 | Lahore | 17 | ... | 19 | 2 | 1 | ... | 39 | 898 | ... | 1,056 | 52 | 91 | ... | 2,097 | 12,886 | 19,937 | |
| 13 | Amritsar | 11 | 26 | 17 | ... | ... | 1 | 55 | 529 | 1,599 | 1,061 | ... | ... | 15 | 3,204 | 18,234 | 12,217 | |
| 14 | Gurdaspur | 23 | 1 | 11 | 1 | 1 | 2 | 39 | 1,053 | 121 | 505 | 43 | 47 | 60 | 1,829 | 12,334 | 7,819 | |
| 15 | Sialkot | 73 | ... | 4 | ... | 3 | ... | 80 | 2,926 | ... | 242 | ... | 85 | ... | 3,253 | 30,116 | 2,588 | |
| 16 | Gujranwala | 23 | 7 | 12 | ... | ... | ... | 42 | 1,472 | 583 | 855 | ... | ... | ... | 2,910 | 19,130 | 6,509 | |
| | Total | 147 | 34 | 63 | 3 | 5 | 3 | 255 | 6,878 | 2,303 | 3,719 | 95 | 223 | 75 | 13,293 | 92,700 | 49,070 | |
| 17 | Gujrat | 22 | ... | 11 | ... | 7 | ... | 40 | 825 | ... | 765 | ... | 215 | ... | 1,805 | 12,909 | 5,123 | |
| 18 | Shahpur | 19 | 2 | 9 | ... | 3 | ... | 33 | 1,025 | 95 | 655 | ... | 163 | ... | 1,988 | 11,580 | 4,207 | |
| 19 | Jhelum | 17 | ... | 16 | ... | ... | 4 | 37 | 568 | ... | 859 | ... | ... | 151 | 1,578 | 5,278 | 5,004 | |
| 20 | Rawalpindi | 28 | ... | 12 | ... | ... | ... | 40 | 1,242 | ... | 508 | ... | ... | ... | 1,750 | 11,120 | 2,740 | |
| 21 | Attock | 11 | ... | 17 | ... | ... | 1 | 29 | 526 | ... | 739 | ... | ... | 33 | 1,298 | 4,315 | 3,432 | |
| 22 | Mianwali | 9 | ... | 8 | 1 | 3 | ... | 21 | 343 | ... | 203 | 36 | 94 | ... | 676 | 3,214 | 1,347 | |
| | Total | 106 | 2 | 73 | 1 | 13 | 5 | 200 | 4,559 | 95 | 3,729 | 36 | 462 | 184 | 9,095 | 48,725 | 21,853 | |
| 23 | Montgomery | 12 | ... | 4 | 3 | ... | ... | 19 | 530 | ... | 229 | 67 | ... | ... | 834 | 4,905 | 4,884 | |
| 24 | Lyallpur | 12 | ... | 7 | 5 | ... | ... | 24 | 547 | ... | 513 | 163 | ... | ... | 1,223 | 6,613 | 5,309 | |
| 25 | Jhang | 14 | ... | 8 | ... | ... | ... | 22 | 1,139 | ... | 389 | ... | ... | ... | 1,528 | 11,052 | 3,177 | |
| 26 | Multan | 19 | 9 | 5 | ... | ... | ... | 33 | 710 | 520 | 386 | ... | ... | ... | 1,616 | 14,673 | 3,831 | |
| 27 | Muzaffargarh | 18 | ... | 5 | ... | ... | ... | 23 | 664 | ... | 131 | ... | ... | ... | 795 | 6,619 | 613 | |
| 28 | Dera Ghazi Khan | 28 | ... | 4 | ... | ... | ... | 32 | 1,192 | ... | 347 | ... | ... | ... | 1,539 | 11,771 | 1,893 | |
| | Total | 103 | 9 | 33 | 8 | ... | ... | 153 | 4,791 | 520 | 1,994 | 230 | ... | ... | 7,535 | 55,633 | 19,707 | |
| | Grand Total | 578 | 50 | 249 | 31 | 21 | 10 | 939 | 24,562 | 3,035 | 12,916 | 812 | 765 | 337 | 42,447 | 3,05,128 | 1,69,462 | |

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